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ABSTRACT

This pamphlet contains many guidelines and suggestions for increasing communication effectiveness. Some typical communication problems and several theories of communication are examined; suggestions for improving reading, writing, listening, and speaking skills are offered. Special clues for radio and television communication are also included. (Cartoons may reproduce poorly.) (RA)

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A GUIDE TO EFFECTIVE COMMUNICATION

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WALTER D. ST. JOHN'S

PERSONAL AND ORGANIZATIONAL COMMUNICATIONS SERIES

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COMMUNICATIONS HANDBOOK

ED057464

Increasing communications problems and the demand for improving personal and organizational communications have suggested the need for writing *A Guide to Effective Communication.*

This booklet contains current comprehensive, and pertinent material relating to effective communications.

You will find it interesting, practical, provocative and rewarding.

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MEET

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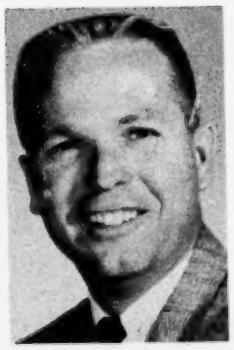
AUTHOR



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INTRODUCTION

Communication is a crucial aspect of all human life. It is an essential tool that makes it possible for us to adapt to our environment. Our current and ultimate success in life depends upon our communications skills. Our society has always been dependent upon our exchanging information honestly, quickly and accurately.

Our very survival demands that we speak, listen, read, and write clearly and effectively. It is not possible for us to live truly satisfying and productive lives without an awareness and understanding of the principles and techniques of effective communication.

The destiny of any society, group, and individual is determined largely by the ability to communicate positively and successfully. Whether communication is concerned with matters of profound import or with the minutiae of everyday interpersonal exchanges the achieving of effective communication is one of the most severe problems facing man in his modern world.

It is important for all personnel of an organization, and especially administrators and executives, to note that successful communication, high morale, and competent job performance are all closely inter-related. This inter-relationship is an over arching one as it ranges from top management to the lowest levels of responsibility and involves all personnel. (It is difficult to imagine any aspect of administrative work that does not involve communicating with others.)

The challenge of achieving and maintaining effective communication in organizations is an increasingly awesome one as the need is great and the barriers many. The steady growth in organizational size, greater specialization of structure and task, and premium on time, promise to intensify this challenge in the future.

It is hoped that this handbook will assist you to develop the necessary communications know-how and skills to successfully cope with this challenge.

FACTS TO KNOW ABOUT COMMUNICATION

How is Communication Defined?

There are several definitions of what constitutes effective communication, however this one should suffice: A gesture, or an oral or written message, exchanged between two or more individuals, the communicatee (the receiver) deriving meaning that is essentially identical to the meaning intended to be conveyed by the communicator. (the sender)

More concisely the term refers to any method used in conveying thoughts or feelings to other persons and in accurately receiving the thoughts and feelings from other persons.

Why is Effective Organizational Communication Important?

Communication is the lifeblood of the total organization and its various components. It can be emphatically stated that no one can manage a modern organization who is not knowledgeable of communication principles and techniques and skilled in their use. It can be equally stressed that no organization can operate and achieve its goals successfully without effective communication.

How is Communication Related to Other Organizational Activities?

All organizational activities and managerial processes are related to communication. Information received or not received and the sources of the information affect people's perceptions and functions. There must be effective two-way communication (or multi-directional) for planning and organizing to be effective and efficient. Without current and complete information, sound decision making is impossible.

Coordination and communication are inseparable processes. And how could anyone engage in proper evaluation without the necessary data and without the process of feedback? In addition, there could not be any successful group interaction and idea sharing without communication.

What are the Objectives of Communicating?

Basically, every communication has just one goal. This goal is to influence the present or future attitudes or behaviors of the receiver.

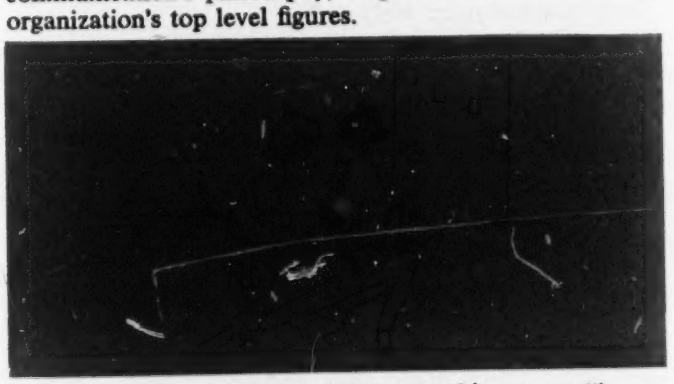
The specific purposes of communication which have gained widespread acceptance are:

1. To convey information and share knowledge
2. To increase understanding
3. To gain acceptance and belief (to influence)
4. To provide action

Who is Responsible for Achieving Successful Communication?

Mutual interests and shared responsibilities are basic to all successful communications and effective communications programs. In any organization or group each member of the staff or group, regardless of his title or position, is an important link in the communications chain.

Although everyone in an organization vitally affects the effectiveness of communications, it is usually the top executive and his close associates who set the tone for the communication in the organization. In the final analysis the effectiveness or ineffectiveness of most organizational communication is directly related to the communication's philosophy, emphasis and action of the organization's top level figures.



"Burt, please communicate something to us!"

What Are Some Common Misconceptions About Communicating?

Some of the most noteworthy misconceptions relating to communicating are as follows:

1. Believing that effective communication just happens
2. Assuming that when one speaks or writes he automatically communicates
3. Thinking that effective communication can be one way
4. Equating communication with understanding and with acceptance
5. Expecting organizational communications to follow official channels
6. Insisting that communications channels and chain of command are identical
7. Emphasizing the sending of the message instead of the receiving
8. Assuming that close and frequent contact guarantees good communication
9. Considering communication to be primarily a matter of technique
10. Expecting to be able to exchange meaning exactly and effortlessly
11. Ignoring the importance of feedback and climate
12. Assuming that people view reality and facts the same way

* * *

"Speeches measured by the hour, die by the hour."

Thomas Jefferson

* * *

". . . . Say what you have to say, and then sit down."

Duke of Wellington

What Are the Essential Types and Phases of Communicating?

According to S. I. Hayakawa there are two phases of communication—the output (imparting) and the input (receiving).

Output is accomplished by either speaking or writing. Frequently quoted research states that people generally devote about 30% of their communicating activity to speaking and only about 9% to writing.

Input or intake concerns listening and reading. The same research indicates that people spend 45% of their communicating time in listening and 16% in reading.

PHASES OF COMMUNICATION

OUTPUT PHASE	INPUT PHASE
Speaking Writing	Listening Reading

What Should I Know About Non-Verbal Communication?

Silence or non-verbal communication is frequently more important than verbal communications—the use of words and language. It is important to observe what is *not* as well as what is said.

It is an established fact that people are most reluctant to express themselves honestly regarding things of utmost importance to them. Consequently, we must become sensitive to non-verbal clues.

Non-verbal language includes such things as body movements, gestures, facial expressions, and other subtle signs and symbols.

"SILENCE ISN'T ALWAYS GOLDEN
IT IS SOMETIMES YELLOW"

How Complicated is the Process of Communicating?

There is no denying that communication is an extremely complex process. It involves many variables, dimensions, and components. In fact, communications specialists are still struggling to achieve consensus concerning the various elements or components that are essential to the communications process or act.

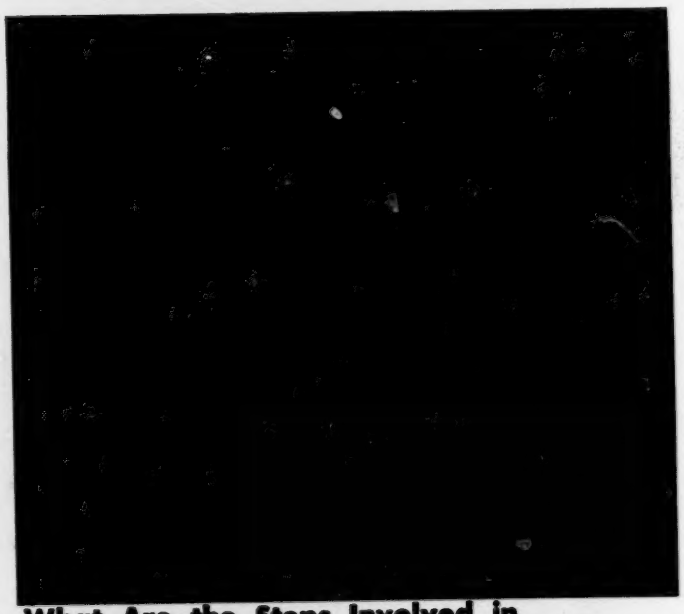
In spite of some disagreement regarding the components of communication there is general agreement that these six components are essential to any communication:

1. The COMMUNICATOR (the who) is the sender, originator or the transmitter of a message
2. The COMMUNICATEE (the to whom) is the receiver or the person for whom the message was designed
3. The MESSAGE (the what) is the content, the subject matter, contained in the particular communication
4. The MEDIA (the how) is the method, the technique, the device used to convey or send the message
5. The CHANNEL (the where) is the route, network, or flow of a particular message *(Not the same as the chain of command)*
6. The FEEDBACK (the effect) is the reaction or response of the receiver to the sender's message

In addition, there is a less tangible and more obscure, but highly significant variable that might be termed *communications climate.* The communications climate encompasses such inter-related factors as: the setting, timing, time available, the general organizational atmosphere, and the situation associated with the sending and receiving of a given message.

The components of the communications process may be depicted by this diagram:

COMPONENTS OF THE COMMUNICATIONS PROCESS



What Are the Steps Involved in Communicating?

Effective communication doesn't just happen haphazardly. It is imperative that we recognize that the act of communicating involves a definite sequence of steps.

THE BASIC STEPS IN COMMUNICATING

1. Potential communicator perceives a situation or condition.
2. Potential communicator clarifies his own thinking regarding the situation or condition perceived.
3. Communicator feels a need to or is motivated to communicate.

4. Communicator clarifies his purpose or objective of the proposed communication.

5. Communicator identifies potential receivers of the message.

6. Communicator develops key concepts of proposed message.

7. Communicator considers background knowledge attitudes and possible reactions etc. of intended receivers.

8. Communicator selects wording and content that is compatible with the objective and intended receivers.

9. Communicator selects medium consistent with objective, traditions, and intended receivers' attitudes expectancies, etc.

10. Communicator, recognizing the importance of climate and context, attempts to time his communication so that the setting, the situation, and the general mood and climate of receiver will be optimal when receiving the message.

11. Communicator sends message via "best" medium and through the proper and appropriate channel.

12. Communicatee receives the message, at a certain time, in a certain situation, and with a certain mental attitude.

13. Communicatee interprets and considers content of message.

14. Communicatee makes a choice among alternate actions based on the message content.

15. Communicatee reacts based on position of, and relationship with the communicator, based on the content, timing, medium used, and his own needs and interests.

16. Communicatee responds to communicator and thus feedback occurs.

What Are The Significant Factors Affecting Communication's Effectiveness?

SIGNIFICANT FACTORS INFLUENCING COMMUNICATION EFFECTIVENESS

Communicator	Communicatee	Message
Motives	Motives	Language Used
Personality	Personality	Wording Used
Perceptions	Perceptions	Nature of
Ability	Ability	Clarity
Intelligence	Intelligence	Consequence
Rapport	Rapport	Completeness
Position	Position	Cause
Status	Status	Currentness
Power	Power	Conciseness
Seniority	Seniority	Correctness
Attitude	Attitude	Continuous
Tone	Mood	Style
Actions	Actions	Tone of
Credibility	Faith	Timing of
Purpose	Receptivity	Setting for
Prejudices	Interests	Situation
Reputation	Prejudices	Spacing of
Morale	Reputation	Frequency of
Organizational Climate	Morale	Interesting
Time Available	Organizational Climate	Knowledge of
Commonality	Time Available	Reasonable
	Commonality	Length
	Open Mindedness	Sequence of
		Time Available

Media	Channel	Feedback
Appropriateness	Speed	Importance recognized
Respect for	Filtering	Provision for
Status of	Distortion	Time for
Efficiency of	Status	Emphasis on
Effectiveness	Length	Training in
Feedback Provision	Busyness	Knowledge of
Permanence of	Reputation	Attitude Toward
Dependability	Reliability	Procedure for
Time Available	Morale	
Size of Organization	Grapevine	
Size of Staff	Communications Policy	
Distances	Personality Needs	
Tradition	Relation to Chain of command	
Expectations		

What Are Some Outstanding Trends In Communication?

There are some outstanding trends in communications worth noting:

1. It is getting to be more and more complex and therefore more and more of a problem.
2. It is demanding greater attention by organizations and is beginning to be given a high priority.
3. Many organizations are attempting to employ personnel to specialize in organizational communications.
4. Institutes devoted to improving communications skills of all personnel (especially managerial) are being conducted more frequently.
5. Studies and efforts are intensifying to combat communications slowness and filtering by means of streamlining communication's channels and networks (fewer levels).
6. The computer is revolutionizing information accumulation, storage, analysis, and utilization.
7. Over communication and the need to screen data expeditiously are growing concerns of administrators.
8. The need for improved listening skills and attitudes is being emphasized.
9. Feedback devices and evaluation techniques are being stressed and becoming more effective.
10. Models identifying key aspects of communication and their inter-relationships are being developed.

* * *

"The man who can think and does not know how to express what he thinks is at the level of him who cannot think."

Pericles

LEGAL & ETHICAL CONSIDERATIONS REGARDING CONFIDENTIAL COMMUNICATIONS

Importance of and Knowledge Needed

All administrators, and especially those in public service, need a functional knowledge concerning the maintenance, treatment, and release of confidential communications. They also need to know their rights, privileges and responsibilities pertaining to confidential information.

Since the areas of confidential communication and privileged communication are so complicated, legalistic, and diverse it is recommended that interested executives obtain counsel for detailed information.

Administrators should be familiar with the ethics of their profession or business, the statutes, judicial decisions and attorney general opinions or rulings in order to minimize potential problems and to avoid possible legal action resulting from being uninformed about confidential information.

An adequate knowledge of legal aspects of confidential communications and privileged communication must include these related areas: rules of evidence, rights and obligations of witnesses, defamation (slander and libel), negligence, malpractice, and the release and disclosure of information.

Definition and Nature of Confidential Communication

Black's Law Dictionary defines confidential communication as:

> "These are certain classes of communications, passing between persons who stand in a confidential or fiduciary relation to each other, (or who, on account of their relative situation, are under a special duty of secrecy and fidelity,) which the law will not permit to be divulged, or allow them to be inquired into in a court of justice, for the sake of public policy and the good order of society."

The nature of confidential communications is characterized as:

1. It is *not* public in nature (private in nature).
2. It is to be viewed by and presented to only concerned persons—qualified to do so by either official function or prescribed ethical or legal status.
3. It should have restricted use of and limited access to (available to only designated persons).
4. It is *not* for public release or consumption.

Honoring and Respecting Confidences

RESPECT AND NEVER BETRAY CONFIDENCES. Compassion for others is often best expressed in the things we do not say. The key to deciding whether to speak out or remain silent is often an agonizing choice requiring pausing to think things through carefully and considering the consequences.

A must rule for handling confidential information, and undoubtedly the most difficult to practice, is to seal your lips when you are unduly emotionally upset.

Remember it is not only indiscreet at times to talk, but equally indiscreet to listen (relationships can be destroyed this way).

The disclosure of confidences can destroy a feeling of trust and inflict deep psychological wounds. Key questions to ask prior to sharing confidential information include:

1. Is the sharing really in keeping with our professional concern?
2. Will it produce positive results for the individual concerned?
3. Is it being shared with those who have a professional interest and in a professional manner?

AVOID RUMORS AND HEARSAY. Always demand to know who said what and when. Remember that being a party to the spread of an untrue or malicious rumor can result in legal liability and subsequent action.

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DEVELOPING AN EFFECTIVE COMMUNICATIONS PROGRAM

Effective administration demands thoughtful planning and preparation of a myriad of elements. Planning for communications is a necessary part of the administrative process. Therefore, planning and organizing for effective communication should be given a top priority in both the time and effort of administrators. Specifically organizational philosophy, goals, policy, and procedures should be developed to achieve and to maintain effective communication.

Key Questions to Ask

There are several key questions that it would be helpful to ask when planning the communications program:

1. What are our specific communications needs and goals?
2. What are our most severe problems and their causes?
3. Are our goals and expectations realistic and attainable?
4. Are attitudes of key personnel consistent with the communications needs goals and policies?
5. How can the communications channels and organizational structure be revised to enhance communicating?
6. What information needs to go to whom, when, why, how, and by what means?
7. How prevalent is rumor and why?
8. How can the problems of specialized roles and differentiated status be overcome to facilitate improved communication?
9. Is there undue reliance on certain communications media? (for example the written word).
10. How can we assure better feedback and effectively evaluate the communications program?

Having determined the communications needs, goals, policies, procedures and answered the key questions the next logical step is to plan and organize the communications channels or networks.

Types of Communication Networks

Job satisfaction and performance are significantly influenced by the types and effectiveness of communications channels.

Channels of communication are the routes and networks established for the distribution, reception, or the flow of communications through an organization.

Formal channels of communication refer to those planned and organized by people in positions of authority for the sending and receiving of official information essential to the successful operation of the organization (not identical with the chain of command).

Informal channels denote unplanned and rather spontaneous communication among persons in the organization irrespective of position or authority, and concerning both organizational and personal matters.

There is an appropriate place for both formal and informal communication networks in any organization.

The modern era requires that there also be a system of communications which flows through channels of contact (out of channel communication) whereby any person (irrespective of age, experience, seniority, or position) who needs essential information may get it quickly and directly from the man who has it.

A major goal concerning channels of communication is also to flatten the hierarchial structure and thus shorten the lines of vertical communication (the more levels a communication must pass through the slower the process and more opportunity for filtering and distorting).

Another important objective is to assure that all communications channels up and down (vertical) and lateral (horizontal) should be truly open at all times. The open door policy is a must.

Good communications systems help create an opportunity for the involvement of all personnel.

For any organization to function effectively it must have a communications network which is simple, logical, and the channels used must be flexible enough to permit opportunity for communicating between individuals at all levels and with various responsibilities and duties. These networks must allow the individual to express his preferences, needs, ideas, and gripes. In addition feedback must be facilitated.

The organization's system for communication largely determines and regulates who sends messages to whom, about what, and why.

There are many possibilities for organizations to choose from concerning communications networks. Each alternative has its advantages and disadvantages.

A comparison of the advantages and disadvantages of the various types of communications networks is facilitated by the following diagram:

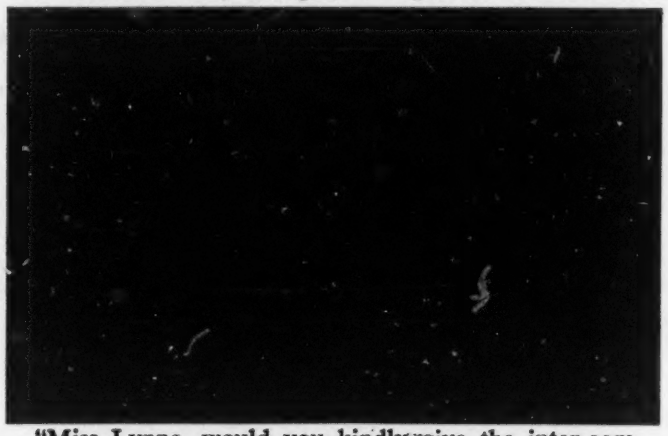
THREE BASIC TYPES OF COMMUNICATIONS NETWORKS

	CIRCLE NETWORK	CHAIN NETWORK	WHEEL NETWORK
SOURCE CREDIBILITY	Slow	Fast	Fast
SPEED	Fair	Fair	Good
ACCURACY	Inferior	Superior	Superior
STATUS EMPHASIS	Minimal	Average	Maximal
ORGANIZATION	Unstable	Stable	Extremely Stable
FEEDBACK	Superior	Inferior	Fair
LEADER DOMINANCE	None	Strong	Very Strong
MEANING CLARITY	Good	Poor	Fair
MORALE	Superior	Inadequate	Inferior
NEW IDEAS SHARED	Superior	Inferior	Inferior

Characteristics of Effective Communications Networks

The outstanding features identified with effective communications networks are:

1. Everyone is free to consult with anyone who can help him (status minimized)
2. Networks are decentralized and basically equalitarian rather than hierarchial
3. Channels of communication are definitely known
4. Everyone is connected to the formal communication network
5. Channels are as short and direct as possible
6. Communications channels are followed for all official communicating
7. Communications flow smoothly and quickly
8. Communications are relatively free of distortion and filtering (generally accurate)
9. People have information they need when they need it
10. Moderate and acceptable degree of rumor exists



"Miss Lynne, would you kindly give the inter-com servicemen another call?"

Achieving Successful Two-Way Communication

All too frequently communication is primarily one way—from the top down. Attempts by subordinates to communicate with superiors has been compared with the filtering by a funnel with the large end facing upward, necessitating that the subordinates must try to squeeze their ideas and feelings upward through the small end of the funnel.

Two-way communication refers to a mutual receptivity to, mutual opportunity of and mutual freedom to exchange information. (sending and receiving) regardless of rank, position, or seniority. (two-way communication implies we communicate *with* people rather than at or to them.)

The following techniques are recommended for encouraging two-way communication especially between superiors and subordinates:

1. Requesting and welcoming observations and opinions whether they be pleasant or unpleasant (compliments or criticisms)
2. Meeting regularly on "company time" to exchange information and air complaints on an equal basis
3. Holding various departmental and council type meetings regularly
4. Encouraging personal contact and chats whenever possible and practical
5. Participating in mutual activities
6. Minimizing differences in position and status

* * *

"Speech is human, silence is divine yet also brutish and dead, therefore we must learn both arts."

Thomas Carlyle

* * *

"Well-timed silence hath more eloquence than speech."

Martin Topper

Improving Downward Communication

Downward communication refers to communications being sent from a superior to a subordinate or from a higher level in the organizational hierarchy to a lower level.

Downward communication usually parallels lines of responsibility and is essential to the accomplishment of organizational goals.

The greatest problems of administrators with downward communications typically are:

1. Using an authoritarian tone
2. Failing to perceive information that the subordinates need and want
3. Lacking understanding of who should get what information and when
4. Equating sending of a message and information with the understanding and accepting of it
5. Relying on too many written messages without oral follow-up
6. Giving decisions and making changes without sharing the reasons

Recommendations for Improving Downward Communication

1. Humanizing and personalizing it
2. Considering timing and situational factors
3. Being empathetic to the impact on the receiver
4. Providing definite means for clarification and feedback
5. Selecting the most appropriate media for the sending
6. Clarifying our own thinking prior to communicating
7. Wording messages carefully and simply (say what you really mean)
8. Developing an understanding and appreciation of what subordinates want and need to know and when they want and need to know it

Improving Upward Communication

Attempts by subordinates to communicate with superiors are referred to as upward communication. (lower levels to higher levels)

Upward communication is essential because effective communication requires adequate feedback. Without upward communication there is insufficient feedback. Many advantages accrue to both administrators and staff members from successful upward communication (from improved morale to better decision making)

Upward communication normally needs improvement. The three biggest causes of problems typically are:

1. Executives too busy to communicate regularly with lower levels
2. Executives convey the attitude of being too busy and thus the subordinates are reluctant to make demands on their time
3. Subordinates are too concerned with creating a positive image and securing favorable reaction with superiors and are too little concerned with communicating promptly and accurately

Recommendations for Improving Upward Communications:

1. Encouraging frequent "chance" or informal meetings
2. Circulating among staff members regularly (minimizing status difference)
3. Acting upon upward communications promptly and definitely
4. Expressing appreciation for the information shared
5. Showing genuine receptivity to suggestions and ideas
6. Removing the feeling of threat and fear regarding hearing "bad news"
7. Listening objectively, with sincere interest and empathy
8. Developing a team feeling (emphasis on the we)
9. Demonstrating an understanding of a subordinate's needs, desires, fears, and problems

10. Announcing an open door policy and acting consistent with this
11. Decreasing number of levels for communications to flow through (should be short and direct)
12. Being available when needed (not only physically but mentally)

Improving Horizontal Communications:

Horizontal communications refer to the exchange of information laterally between or among persons of equal or comparable rank, level, or position within an organization.

The development of the concept of horizontal communication is a relatively new and unknown area of communications in comparison with the concept of vertical communications.

It has developed in response to the realization that certain essential information must move in three directions—up, down, and laterally between or among persons of equal or comparable rank, or level of position within a given organization.

Horizontal communication works very simply. Administrators disseminate appropriate information to persons of comparable rank or function in the organization rather than limiting their distribution to those of a higher or lower rank who need the information.

The most serious problem with lateral communicating appears to be the preoccupation of people with exchanging information vertically.

Recommendations for Improving Horizontal Communications:

1. Knowledge of the importance of and need for horizontal communicating
2. Meetings and conferences held periodically among peers
3. In-service training programs
4. Informal gatherings
5. Clearance and review procedures
6. Developing channels facilitating

ESTABLISHING A FAVORABLE CLIMATE FOR COMMUNICATING

Relationship of Climate and Human Relations to Communication

There must be harmonious relationships among people and a wholesome climate for people to communicate effectively.

Climate and inter-relationships influence peoples attitudes and behavior as well as their ability to communicate and receive information. It is also readily apparent that for efficient information assembling, decision making, coordination, evaluation etc. that a wholesome organizational atmosphere must be established and maintained.

In the final analysis problems of communication and problems of human relationships are so similar as to be practically identical at times.

An individual who strives to improve his effectiveness in communication must obtain the necessary interpersonal insights, understandings and skills.

It is important to note that prior to establishing harmonious relations with others one must gain self-knowledge and a fair degree of self-acceptance. It is necessary that a person accept, respect, and like himself before he can accept, respect or like anyone else.

How one perceives his own characteristcs, as a human being, affects how he views the characteristics of others. For example secure people tend to see others as friendly rather than unfriendly.

Periodic self-examination and increased self-acceptance should enable any person to become more self-actualizing or self-fulfilling and concomitantly with this self-fulfilling experience there should be improved relations with other people and the creation of a better climate for communicating.

* * *

"Self-control means controlling the tongue! A quick retort can ruin everything."

Proverbs

28

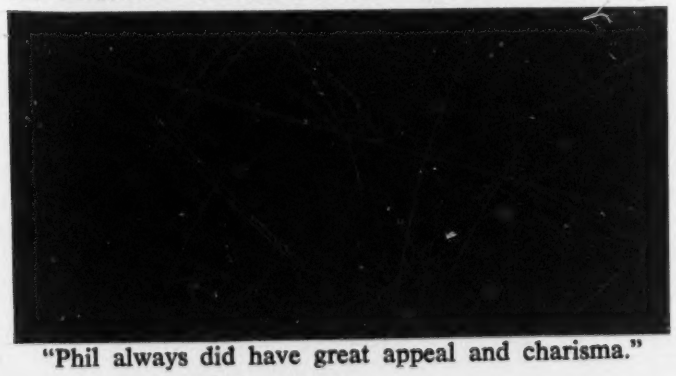
Characteristics of a Favorable Climate:

The proper environment (climate) for effective information sharing is one which, generally speaking, encourages criticism, suggestions, recommendations, and the admittance that problems exist. Specific characteristics that may be identified with a favorable climate for communicating are as follows:

1. Person feels an absence of threat (feels safe)
2. Non-judgmental or non-evaluative atmosphere exists
3. Individuals feel important, understood, and accepted
4. Everyone is listened to patiently and on an equal footing
5. Status and rank differences are minimized
6. There is an honest desire to communicate and keep each other informed
7. People have a close and harmonious relationship
8. The Organization is people and not task or product centered
9. Key people are readily available and a true open door policy exists
10. All levels are mutually interested and responsive to each other
11. All personnel understand their duties and responsibilities
12. Opportunities for informal contact and chats are present
13. People know what to expect (including that mistakes will occur)
14. There is a receptivity to change and new ideas (risk taking ethos)
15. Frequent requests for help and assistance occur
16. People genuinely listen and give each other time and full attention

Symptoms of Inter-personal and Organizational Conflict:

1. Inadequate or lack of cooperation, coordination, and communication
2. Creating of little problems for others
3. Initiating or engaging in smear campaigns
4. Insulting or abusive remarks or written messages
5. Avoiding others, being unavailable, and generally defensive
6. Making hostile, degrading, and derogatory remarks
7. Circulating of excessive or malicious rumors
8. Feelings of friction, tension, and abnormal irritations
9. Being overly polite in one's interactions and communications
10. Requesting of disproportionate numbers of transfers (excessive resignations)
11. Unnatural silence
12. Strained looks or atypical body posture etc.
13. Increased absenteeism and tardiness
14. People generally excessively touchy
15. Increased aloofness or reservations in relationships



"Phil always did have great appeal and charisma."

Recommendations for Enhancing Organizational Climate:

1. Having a genuine interest in, and care and empathy for others
2. Being sincere and honest in dealings with others (yet with reasonable tact and diplomacy)
3. Desiring to and having the courage to become involved with others
4. Giving other people our time and full and patient attention
5. Thinking, feeling, and demonstrating the importance of others (irrespective of status, position, or cultural background)
6. Promoting the dignity and worth of the individual above all else (putting the task and organization in proper perspective-balance)
7. Encouraging and being responsive to new ideas, change, and suggestions
8. Respecting and honoring worthwhile traditions and customs
9. Maintaining a wholesome balance between flexibility and conviction
10. Disagreeing and "losing" gracefully and without holding grudges or seeking revenge
11. Standing up and being counted and maintaining one's convictions on important things irrespective of pressures and repurcussions
12. Perceiving others and their actions objectively (without undue distortion by our own perceptions)
13. Avoiding the tendency to generalize, categorize, and label people and events
14. Avoiding the increasing tendencies to strive for popularity and conformity "at all costs"
15. Respecting the physical and psychological privacy and needs of others
16. Appreciating and respecting the individuality and uniqueness of people

ENHANCING INDIVIDUAL AND GROUP DIALOGUE

Definition of Dialogue

Dialogue may be defined as communication in which participants sincerely share significant facts and feelings with each other in a climate of mutual trust. It further implies a total willingness to be involved, a mutual responsiveness and the desire to engage in meaningful interchange ("give and take")

Factors Promoting Effective Dialogue:

1. Having and demonstrating mutual trust and confidence
2. Being sincere, straightforward and authentic in relationships
3. Showing interest and concern for others
4. Carefully and perceptively listening
5. Encouraging emotional as well as factual expression
6. Being aware of your own prejudices and blind spots
7. Exercising self-control and restraint (permitting others to talk)
8. Honoring confidential information and confidences
9. Demonstrating empathy and compassion
10. Giving genuinely of oneself (not holding back or showing you are reluctant to share significant thoughts and feelings)
11. A true openness and receptivity to ideas of others
12. Minimum of defensiveness and self-protectiveness
13. Attempting to adopt other's frame of reference (viewpoints)

* * *

"It is generally better to deal by speech than by letter."

Francis Bacon

Factors Inhibiting Dialogue:

1. Being arbitrary, dogmatic and closed minded
2. Losing one's temper
3. Showing irritations and annoyances prematurely
4. Being overly egotistical (too much stress on one's self)
5. Interrupting others habitually
6. Judging and evaluating others and their expressions
7. Being unduly abrupt and abrasive
8. Acting superior or using a superior tone of voice
9. Being or acting preoccupied or hurried
10. Focusing on the logic and details of what is being communicated
11. Physical and or psychological distance
12. Suspecting manipulation and engaging in one ups-man-ship (having to win)
13. Being perceived as insincere or being too subtle
14. Acting overly defensive and self-protective
15. Treating people as means to ends
16. Having people of different statuses and positions together (eg. superiors-subordinates)

Relationship Between Empathy and Dialogue

Understanding and empathy are the two most vital factors in all personal relationships and in the establishing of dialogue. It is essential that people develop the ability to analyze the other person and to place themselves in his position (wear his moccasins idea)

Empathy and understanding result from the complete recognition of the other person's needs, fears, aspirations, interests, status, feelings, and above all, his well being and welfare.

Any administrator desiring to become more understanding, accepting, and empathetic regarding people would profit from recognizing:

1. Each person is a unique individual with unique needs, motivations and problems
2. No one can fully ever understand another person
3. Empathy and understanding are possible only by attempting to view things from the other fellow's point of view
4. A person seldom says exactly what he means, even though he may have a definite need to express himself
5. Different people perceive and react to things differently
6. Peopie basically have to act the way they do
7. Everyone has his emotional blindspots irrespective of contrary evidence and his disinclination to have them
8. It is necessary to be ever alert to being deceived by facades and gamesmanship
9. As long as a person is preoccupied with his own problems and needs it is difficult to talk with him reasonably about anything else
10. Acceptance of change and recovery from wounds to the ego take a long time
11. Everyone has a strong need for approval and maintaining his self-esteem
12. People must realize the comparative unimportance of their own feelings to others and genuinely appreciate the intensity of the other fellow's feelings

* * *

"Seek primarily not to be understood, but to understand."

Unknown

* * *

"Communicate to express—not to impress."

Unknown

IMPROVING RECEPTIVITY TO A COMMUNICATION

How Important is the Communicator per se?

Research evidence clearly indicates that the source of any communication will significantly affect the receivers' reaction to the communication and the subsequent action expected from it.

Not only the kind of response, but the intensity of the response to a given message is directly related to the emotional closeness held by the receiver toward the communicator.

If the communicator is liked, respected, trusted, competent, and considered well informed, his communications will be more effective because they will be judged more favorably than those from someone else who is not as highly esteemed.

The ultimate responsibility for the effectiveness of a communication is that of the communicator himself. His status, rank, position, and type of personal relationships significantly affect the reception of his message.

What Factors Should a Communicator Consider Prior to Communicating?

1. How he is perceived by others (for example sincere, informed etc.)
2. His own image, credibility, and reputation
3. His true motive and goal in communicating
4. How to clarify his own thinking optimally prior to communicating
5. Timing of the message
6. Probable situation when the message is received
7. Content of the message (wording and style)
8. Exact target of the message
9. Background, intelligence, knowledge, and interest of receiver concerning the message
10. General organizational climate and existing attitudes

11. Loyalties, traditions, expectations and prejudices of the receiver
12. Appropriate channels for communicating
13. Most preferred or effective media for receiver (eg. verbal-written)
14. Possible interpretations and affect of the message (reaction)
15. Methods of securing feedback as to effectiveness
16. Previous and following communications and their frequency
17. Consistency of his words and his actions
18. Realize that drastic changes in attitude are rarely achieved by mere exposure to communications

What Are Desired Attitudes for Receivers?

Creating the proper attitude or receptivity for communications is more than half of the battle.

The recipient of a communication is influenced by an infinite array of factors which affect the way he reacts to a message—one of the most important factors being his own attitude.

Most people seek and accept information compatible with their own existing attitudes and beliefs.

Desirable receiver attitudes should include:

1. Genuine open mindedness and receptivity
2. Desire to seek to understand the content
3. Attempt to understand the purpose and need for the communication
4. Trust and respect toward the sender
5. Willingness to cooperate and follow-up on things
6. Acceptance of legitimate authority
7. Objectivity (minimum of filtering and distortion)
8. Accepting as opposed to being critical and fault-seeking
9. Desire to be leveled with (hear it as it is)
10. Resist reading into instead of asking when meaning is unclear

Why Are Frequency and Timing so Crucial?

No matter how important or worthy the goal if the communicator fails to recognize the crucial role of time, he will encounter serious difficulty. To succeed he must consider timing—this is a must.

There is no doubt that the number of communications is instrumental in creating a certain kind of reaction to a specific communication by the receiver of the message.

There are no general rules or guidelines regarding the frequency of communicating. (It is better to communicate too much than too little ordinarily). However, there is also the increasing problem of over-communications today.

A general principle that should be observed is that all people involved in a decision or change should be communicated with pertaining to the decision or change at the appropriate time and in the proper manner.

The perceptive communincator continually asks:

1. With whom should I communicate?
2. How much should I communicate?
3. How often should I communicate?
4. When should I stop communicating?

These questions are particularly relevant because with communications constantly increasing the competition for attention naturally results in each specific communication receiving less attention—this is potentially dangerous.

The timing of a communication can be crucial—it can determine the success or failure of a communication.

When messages are timed so as to coincide with favorable and positive conditions, the receptivity of the communicatee is generally greater and thus conditions more favorable.

Orderly and carefully executed releases of information, with consideration given to the length of intervals between communications, usually produces more effective reception of, and action upon, the content of the message.

Timing is a somewhat nebulous concept and it is influ-

enced by many variables that should be identified if possible and practical.

Some vital factors and recommendations pertaining to timing are:

1. There is a time for silence (knowing when *not* to communicate is also important).
2. Spread out communications over a period of time if possible (avoid overwhelming and saturating).
3. Avoid rushing communications.
4. Also avoid situations requiring rushed responses to communications.
5. Inform and notify people sufficiently in advance (follow-up later).
6. Remember out of date information can be worse than none at all.
7. Share information as promptly as possible and practical.
8. Communicate at optional times for the receiver (best time psychologically).
9. Allow time for adequate reaction and feedback.
10. Proper timing can minimize necessity for most rumors.

Why Are Situational Factors Vital?

The situation is rather difficult to define, yet it must still be given careful attention. There is no doubt that the situation of the communicatee, at the time the message is received, materially determines the effectiveness of the communication.

Every communication situation possesses quasi-physical, quasi-social, and quasi-psychological properties which influence the success of a given communication.

Specific aspects of a communication situation that warrant consideration are:

1. The place (where received).
2. The time (when received).
3. Immediate preceding and subsequent events.

4. Activity of receiver at the time of reception (competing activities).
5. People present when message received (group prejudice and pressures are influential often).
6. Relationship between communicator and communicatee at the time.
7. Overall climate when received.
8. Physical and mental condition of receiver at a given time.

RELEVANCE OF PERCEPTION TO COMMUNICATION

Common perceptual bases must be established to adequately share experiences and to communicate. (Yet people typically view and interpret reality differently).

If a person's perception of others is an accurate and objective one he is able to communicate more effectively with them. Regrettably most of the time our perceptions are rather inexact. Thus, we can only communicate with our perception of the other person as opposed to the other person's real self.

Key principles to remember regarding perception:

1. Any person's perception or structuring of a given situation is different from any other person's perception and structuring of the same situation.
2. It is unlikely the other person will go to the trouble of seeing things as we do to understand us (rather he will expect the opposite from us).
3. It is also unlikely the other individual will exert himself to understand new ideas, or to see both sides of any differences in opinion when he is personally involved in the disagreement.
4. What each individual perceives constitutes reality for him (thus reality is what we make it and filtering always exists).
5. A person tends to see and hear only what is significant to him.

6. People normally perceive their own behavior as being both consistent and logical.
7. People's perceptions change very slowly and rarely abruptly.
8. There is a high correlation between the type and extent of accuracy of self-perception and the ability to accurately perceive others.
9. The more secure and self-fulfilling the person the more objective and effective he is in correctly perceiving and accepting reality.
10. One's attitudes and characteristics affect the attitude and characteristics he is most likely to perceive in others.
11. To attempt to best perceive things from another's viewpoint it is necessary to put yourself into his place as much as possible.
12. An understanding of and sensitivity for the symptoms of defensive avoidance is important.
13. To discern how you are being perceived by others watch their attitudes and behavior toward you.
14. People desiring to improve their perspectives and objectify their perceptions need to diligently strive to avoid the trap of self-congruence (deliberately seek divergent ideas and feelings).
15. One of the most important things to realize and accept is that the other fellow thinks he is just as right as we do and is just as anxious to have us accept his viewpoint as we are for him to accept ours.

* * *

"Thy speech betrayeth thee."
Bible

* * *

"Speech is a mirror of the soul—as a man speaks, so is he."
Publilius Syrus-Seneca

USING WORDS AND LANGUAGE MORE EFFECTIVELY

Power of Words and Language

Language is the heart of communication. Without language men could not think and correspondingly thought is the manipulator of word symbols.

Words influence people's lives every day in every conceivable way. Words can inspire action and stir feelings. History is full of incidents where people have shown their readiness to fight and die over words.

Words have the capacity to arouse every human emotion: love-hate, joy-sorrow, comfort-anger. They can heal or make ill. They can inspire or demoralize.

Will Carelton shares this pertinent thought with us:

"Boys flying kites haul in their white-winged birds;
But you can't do that way when you're flying words.
Careful with fire, is good advice we know;
Careful with words, is ten times doubly so.
Thoughts unexpressed may sometimes fall back dead,
But God himself can't kill them, when they're said."

We can see that words have frightening power. In fact it has been said that if words were properly employed they would have the force of more than a hundred megaton hydrogen bomb.

Words are more important and powerful today than ever before because men have become less united in their attitudes and actions. They are encountering increasing difficulty in understanding one another and communicating meaningfully with each other.

Needed: Clear Thinking and Objective Perception

People need to constantly strive to make themselves clear. They need to say what they intend to say and to say it simply and plainly.

Sequence and organization are the key to clear thought and communication. Ideas have to be conceived and fitted together logically and effectively. Meandering and blurred conversation and writing are wasteful of people's time if not purposeless.

This verbal confusion and mumbo jumbo is less a matter of adequate vocabulary range than a matter of careful initial thinking and logical vocabulary control and organization.

We can encourage more precise and meaningful expression if we adopt this practice of instant challenge. *What do you mean?* or *What are you saying?* This challenge should be issued faithfully whenever a communicator's thinking or transmission is fuzzy and uncertain to us.

Remember there is no communication unless there is clear and significant transference of meaning between the sender and receiver of a message.

Pitfalls of Bafflegab and Gobbledygook

Corinthians:

"Except ye utter by the tongues words easy to be understood,
How shall it be known what is spoken?
For ye shall speak into the air."

Today we use two new languages: babblegab and gobbledygook. They are the twin monsters of contemporary communication.

The term gobbledygook refers to language so technical that the individual words are incomprehensible. Whereas in bafflegab words are strung together in a way that makes their combined meaning so vague and slippery that it defeats any effort of the human mind to understand.

The use of these twin vocabularies of confusion results in people understanding less and less of what they hear and read although the volume of communications continues to increase drastically.

Unnecessarily big words or technical words are apparently used by people who are trying to impress others with their knowledge. (We have a combination of word intoxication and intellectual exhibitionism). The thing these people are forgetting is a key concept indeed. *We should communicate to express and not to impress.*

For example, what is communicated with this kind of a message:

"We appoint ad hoc committees made up of paraprofessionals, who endeavor to reduce the impact of idealogical schisms in our pluralistic society, in order to promote pragmatic cooperation."

The answer is obvious—nothing is communicated, only time is wasted.

Recognizing Emotional Overtones of Words

Some words and symbols typically evoke considerable emotion depending upon such variables as the audience, the climate, the situation and other communication variables.

An especially relevant example for today is this one. A current language study points out that in our western culture the word *white* is almost always a positive and favorably defined word. However, the word *black* has all kinds of negative and unfavorable connotations in most cases.

We could illustrate the influence of words on emotions by citing an infinite list, however the following words elicit such strong responses that their uses need to be carefully considered or perhaps even avoided in some instances if we are to enhance receptivity to our message:

Law and Order	Demonstration
Slums	Malingerer
Welfare	Hippie
Fat	Inflation
Manipulate	Status
Revolution	Depression
Risk	Sexy
Aetheist	Confrontation
Experiment	Death
Radical	War
Pervert	Lazy
Ambitious	Compromise
Union	Hooked
Management	Dissent
Integration	Credibility

Guidelines for Effective Word Use

1. Remember words and language do not represent reality. They merely create a symbolic representation in the mind. They are an approximation of subjective understanding, but never exact reality.
2. Language is complex and can vary from the brutally frank to the deceivingly subtle.
3. When in doubt regarding word meaning—interrupt and ask what do you mean?
4. Say things simply, and directly.
5. Realize that even a slight difference in words can cause anywhere from minor to major differences in their interpretation and reception.
6. Use positive words and avoid negative words.
7. Use active words and avoid passive words.
8. Use familiar rather than unfamiliar words.
9. Use concrete instead of abstract words whenever possible.
10. Avoid using words with undesirable emotional overtones.

Good Versus Bad Language

Whatever language (wording) facilitates clear, concise, and accurate communication may be defined as good language. Whatever language fails to communicate clearly or leads to ambiguity and obscurity may, generally speaking, be defined as bad language.

The Difference between the right word
And the almost right word
Is the difference between
The lightning and the lightning bug.

Mark Twain

PREPARING AN EFFECTIVE MESSAGE

What Guidelines Should I Employ?

Key points to consider prior to communicating any message include:

1. There must be something important to communicate.
2. The purpose of the message must be clear to the sender and receiver.
3. Use of correct language.
4. Must be based upon clear thinking and worded clearly.
5. Should contain correct and accurate information.
6. Needs to contain complete information (feelings as well as facts).
7. There should be internal consistency and congruency (non-contradictory).
8. Should be analyzed carefully to determine what is actually said as opposed to what is intended.
9. Needs to be studied from the point of view of what can be reasonably implied or interpreted from it by the receiver.
10. Remember to read it aloud to spot mistakes (even better—have someone else typical of intended receivers read it prior to actual transmsision and then modify wording accordingly).

There are two crucial questions that may be employed as useful guidelines:

1. Will the words or the visual symbols I plan to transmit be of interest to the person with whom I plan to communicate?
2. How will the receivers decode (interpret) my message? Will the words or visual symbols convey my intended meaning and evoke the response I desire?

Communication fails when the message fails.

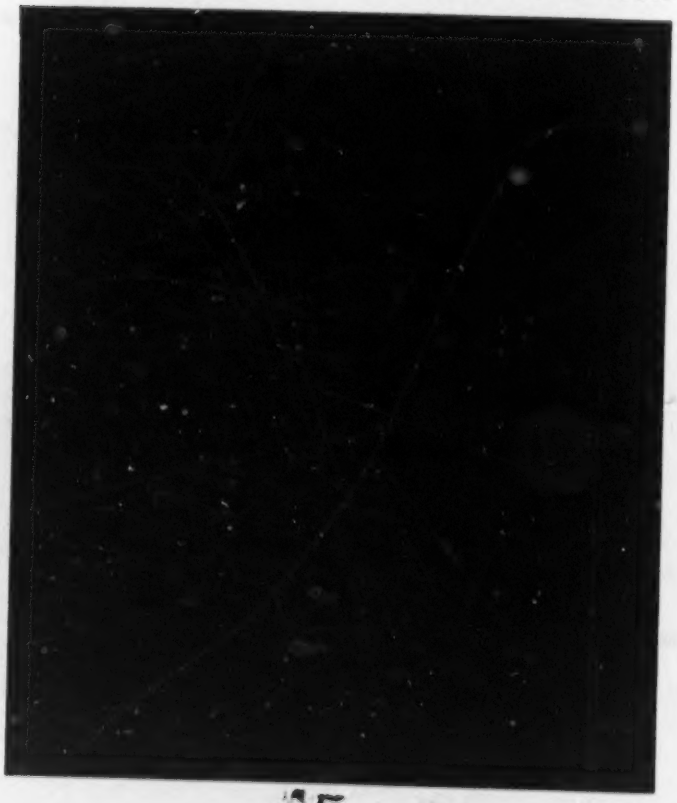
What Are the Characteristics of an Effective Message?

1. Answers: who, what, where, when, why, and how.
2. Purposeful (has a cause and objective).
3. Important (is significant and of consequence).
4. Correct and accurate.
5. Sincere and authentic.
6. Has unity and congruency.
7. Appropriate (socially acceptable).
8. Limited in scope (subject restricted).
9. Main points emphasized.
10. Presents necessary background information (doesn't assume anything).
11. Words are familiar and understood.
12. Language is plain and simple.
13. Carefully organized and with a logical sequence.
14. Clear (avoids confusion and is ambiguous).
15. Specific and concrete (not general and abstract).
16. Concise and to the point (avoid redundancy and irrelevancy).
17. Has short sentences and short paragraphs.
18. Interesting and commands attention.
19. Personalized (appeals to the individual).
20. Objective and responsible (possesses credibility).
21. Consistent with communicator's attitudes and behavior.
22. Lively in style.
23. Complete information contained.
24. Friendly and positive in approach.
25. Considerate and empathetic in tone.
26. Contains current information (not obsolete).

27. Timely.
28. Continuous (information shared regularly).
29. Request is capable of being executed.
30. Smooth transition and flow of ideas.

Important as these thirty points are for formulating an effective message they would be extremely difficult to remember. However, the memorization of St. John's Octagon of Effective Communications would help to keep several of the main points in mind:

Octagon of Effective Communication



What Are the Characteristics of an Ineffective Message?

Several of the outstanding characteristics identified with ineffective content are as follows:

1. Incomplete information.
2. Unclear meaning.
3. Information not timely.
4. Out of date information.
5. Incorrect or inaccurate information.
6. Illegible.
7. Too wordy.
8. Information too general.
9. Message too complicated and involved.
10. Failure to emphasize key points.
11. Content too subtle or euphemistic.
12. Content too abrupt or abrasive.
13. Threatening or creates unnecessary anxiety.
14. Too detailed and lengthy.
15. Without purpose or without perceived purpose.

"Please James, not right now!! Tell my wife I'll call her back later!"

INFORMATION TO SHARE AND WHEN TO SHARE IT

What Criteria Should I Use to Determine Who Gets What Information?

It is significant to note that information that is absolutely necessary to share with people at one level of operation may be non-essential information for people at another level and with other responsibilities.

Actually there are no hard and fast rules for determining what information should be communicated to whom. Yet the problem of determining what to communicate to whom should be considered by the executives of all organizations if they are to maintain a happy and efficient organization.

Good judgment, knowledge of what people want to know, and an empathy for one's colleagues should guide the prospective communicator in deciding what information he should share with which personnel.

The guiding principle is that of planning for communicating whenever an important decision has been made, new policies adopted, or important personnel or organizational changes are contemplated or effected. (all people involved in or affected by a decision or change should be communicated with).

The goal of administrative communication is to insure optimum flow of information (neither too little or too much) to the appropriate people at the optimal time.

The problem of ascertaining who to include and who to exclude from a given communication is a highly complex one. However, it is undoubtedly safest and most desirable to communicate with too many people rather than too few. (It is also better to communicate too much rather than too little).

We can identify three types of information that can potentially be transmitted throughout an organization: (1) must tell items, (2) nice to tell items, (3) luxury items. The test of the sensitive leader and effective communicator becomes that of determining which is which and for whom.

What Information Is Needed or Desired by Employees and Employers?

In order for an organization to perform effectively and maintain harmonious personnel relationships, the organization's leadership must give the staff members all the news they want and need. Unfortunately, there is frequently a discrepancy between the type of information an administration conveys and the type of information personnel want to receive.

Important discrepancies are as follows:

1. The administration tends to be impersonal when communicating whereas personnel prefer a more personal sort of communicating.
2. Administrators tend to issue general communications, however, the staff members prefer to receive a more specific type of message.
3. The administration tends to send messages it is interested in, while personnel prefers an emphasis on messages that concern their own interests and needs primarily.

Research conducted among business and industrial personnel indicate that the following type of questions are of utmost interest to employees:

1. How safe is the condition of the organization?
2. How secure is my job?
3. Am I about to be transferred or involved in a change?
4. Am I about to be demoted?
5. What are my chances of promotion?
6. How am I doing in my job and in the organization?
7. What kind of training do I need to advance?
8. What do I need to do to improve?
9. Are working conditions going to be improved?

10. Are wages and salaries going to be increased?
11. What about my working hours?
12. What fringe benefits are available and offered?
13. How is the organization performing?
14. What is the history and background of the company?

The administrators of any organization must exert every effort to obtain all the information they possibly can from personnel as well as do their best to keep their personnel sufficiently informed. To be effective, communication must always be two-way.

Again research indicates that the most important kinds of information that business and industrial executives desire is as follows:

1. Recommendations for solving present or anticipated problems.
2. Alternate plans to improve the functioning of the organization.
3. Reports on the progress of long-term or continuing projects.
4. Notice of completion of assignments.
5. Deviations from previously approved plans and procedures.
6. Lack of progress and reasons for the slow down.
7. Mistakes or errors in performance of duties.
8. Various statistical reports concerning performance.
9. Personnel recently employed, transferred, or terminated.
10. Professional and technical developments and improvements.
11. Exceptional happenings or events.
12. Interpretations of significant events, developments.
13. Opinions, ideas, suggestions and attitudes of personnel.
14. Complaints, grievances, and rumors.

INCREASING ACCURACY OF EXCHANGING OF MEANING

Expectations Concerning Meaning Exchange

The goal of all inter-human communication normally is the transfer of meaning. For true meaning to be exchanged and effective communication to be achieved, people must be willing to understand. Without understanding there is no communication.

Since words do not represent reality and are not objective and precise it follows that the transfer of meaning also is subjective and inexact.

There is no possibility of truly and exactly defining any thought, feeling or word. A word means only what the utterer intended it to mean at the specific time and under the particular circumstances. The meaning of words changes then as one's experiences change.

Meaning is extremely difficult to exchange not only because of the inadequacies of language itself (the 500 most frequently used English words have 14,070 dictionary meanings) but also because of the dissimilar backgrounds, perceptions, interests, etc. of the parties involved in a particular communication.

"I don't know why she says I have poor control. I can hit Kathy with a spit ball at thirty feet!"

Cautions Regarding Expectations:

1. No word means exactly the same thing to different persons. In fact the same word will be used and interpreted differently by the same person at different times and under varying conditions.
2. Irrespective of the great need, there are no effective rules or procedures for interpreting what people have actually said or written.
3. Never make simple or naive assumptions about what will happen to your communication.
4. Since words can be used in a vast number of ways, the exchange of meaning becomes a problem of probability rather than certainty.
5. Many people make a statement of inference as though it were one of observation or actual fact.
6. Remember that facts are much less important than feelings to most people engaged in dialogue (thus feelings significantly influence the type and extent of meaning exchange).
7. Opportunities for meaning exchange will be enhanced if the message is clearly consistent with the individual's and group's values, beliefs, and loyalties.
8. If the meaning of language is misunderstood or not understood at all, confusion is bound to result.

Definition and Nature of Meaning Exchange

Meaning has been exchanged when some common understanding is shared. There has been a transfer of thoughts or feelings that are essentially identical to those intended to be conveyed by the communicator.

Clear and accurate meaning has been accomplished when the message exchanged lacks ambiguity and contradiction.

There are three separate but related aspects of meaning. The three elements are: (1) facts, (2) feelings, (3) ideas. Thus we must listen to the total person to gain meaning and not just to the words and facts expressed.

Prerequisities for Meaning Exchange

The basic purpose of language and communication is to transmit ideas clearly—to get a thought or feeling from one person's mind into another person's mind correctly.

Progress toward mastery in the exchanging of ideas and feelings requires a constant striving and working for deeper understandings of people. It calls for greater skill in the use of language and for the willingness and openness to welcome the ideas, feelings, and opinions of others. In addition, it necessitates the sincere desire to achieve a genuine meeting of the minds.

Improvement in communicating also requires the knowledge that nothing should ever be made more complicated than it has to be. Simplicity in communicating is the goal. People who really understand something usually talk and write about it simply. They know what is not important and they leave it out. They don't use big pompous and technical words to express fundamental thoughts and feelings.

The significant exchange of meaning also requires honesty and courage. Euphemisms should generally be avoided. We need to say it as it is, not how it isn't. At its worst a euphemism (using a pleasant sounding term for a disagreeable situation or condition) is a necessary evil. At its best it is a verbal tool to avoid shocking friends or creating enemies.

A Useful Test for Improving Meaning Transfer:

A communicator will improve his chances of "getting through" to the other fellow if he employs the following list of questions prior to communicating:

1. Will the wording appeal to the receivers' self-interest? If so, use it.
2. Will the wording tend to make the receiver think of the cost to him? If so, don't use it.
3. Will the wording create negative or hostile reactions? If so, don't use it.
4. Is the wording consistent with the receivers' experience? If so, use it.

5. Will the receiver immediately see personal advantage from the wording of the message? If so, use it.
6. Will the wording create interest? If so, use it.
7. Will the receiver quickly see how the message is in the sender's self-interest? If so, don't use it.
8. Is the wording empathetic and compassionate? If so, use it.

Factors Inhibiting Accurate Exchange Of Meaning:

1. Objectionable attitude and tone of the message.
2. Unclear thinking and unclear transmission.
3. Obscurity of message objective.
4. Insufficient credibility of communicator.
5. Faulty perception.
6. Unfavorable situation or conditions when message received.
7. Inappropriate timing.
8. Personal over-sensitivities and prejudice.
9. Reluctance of people to share most important thoughts and feelings.
10. Hostile or unfriendly climate.
11. Antagonisms and jealousies among parties to the communication.
12. Impersonal nature of the communication.
13. Socially inappropriate and objectionable.
14. Failure to gain attention.
15. Complexity of style and expression.
16. Disorganized content and sequence of ideas.
17. Insufficient support or reinforcement of ideas (use of examples are helpful).
18. Unfamiliar words and specialized language.
19. Use of too few or too many words.
20. Excessive defensiveness or self-protection (filtering)

"If language is not correct,
Then what is said is not what is meant;
If what is said is not meant,
Then what ought to be done remains undone."

Confucius:

SELECTING THE APPROPRIATE MEDIA

Types of Media Available

There is a vast array of media for communicating. The three basic types of media are: (1) verbal, (2) written, (3) pictorial. The media may also be classified according to individual and mass types.

Media are very diverse in nature. They range from a subtle frown on a friend's face to a worldwide television broadcast beamed via satellite. In fact, even silence may be employed as a tremendously powerful communicative medium.

The types of media (the methods, techniques, devices or apparatus used to convey a message from one person or group to another) are listed below: (It is apparent that the media sometimes overlap categories).

COMMUNICATIONS MEDIA

Verbal Types:	Written Types.	Pictorial Types:
Tape Recorder	Bulletin Boards	Posters
News Bulletins	Magazines	Movies
Annual Reports	Newspapers	Charts
Orientation Sessions	Letters	Graphs
Mass Meetings	Annual Reports	Tables
Small Group Meetings	Opinion Surveys	Cartoons
Public Address System	Handbooks	Comic Strips
Interviews	Suggestion Systems	Tours
Radio Programs	Pay Inserts	Visits
Open Houses	Newsletters	Exhibits
Telephone	Bulleins	Tabulations
Conferences	Pamphlets	Diagrams
Seminars	Booklets	Displays
Breakfast Meetings	Memoranda	Maps
Informal Chats	Directives	Television
Phonograph Records	Notices	Open Houses
Walky Talky	Forms	Demonstrations
Closed Circuit TV	Delphi System	Film Strips
Buzz Sessions	Micro-film	Slides
Grapevine	Books	Pictographs
Buzzers—Bells	Computer	Sky Writing

Factors to Consider in Selection

The best medium of communication may be said to be the one that achieves the desired results in a particular situation.

There is no one best medium for communicating. Each situation demands careful attention to choosing the medium that will result in optimal effectiveness for the specific message and group to receive it.

It is agreed though, that it is best to use a wide variety of communication media. The wise communicator will consider using devices and techniques which appeal to as many senders as possible. (For example, combining verbal and written).

The media selected for any organizational communication should provide an opportunity for complete dialogue among the participants. The selection should consider the individuals to be involved in the particular communications process.

The conscientious communicator selects the medium for his message after careful consideration of his objectives. He selects the media which are best suited to the particular situation, time, place, and audience.

Proper selection depends greatly upon the communicator's awareness of and concern for the receiver of the message.

Wise media selection must also take the following into account:

1. Direction of the flow (upward or downward).
2. Size and nature of the intended audience.
3. Time requirements.
4. Cost factors.
5. Distortion and filtering possibilities.
6. Effectiveness and efficiency.

In the final analysis each of the many media has merit. Each also has its disadvantages depending upon the goals and people involved in the communications.

Improving Media Use

1. Recognizing importance of, advantages of, and disadvantages of the various media
2. Selecting the medium best suited to the particular purpose and people involved
3. Using media that appeal to as many of the senses as possible
4. Evaluating the effectiveness continually
5. Employing media that permit instant feedback whenever possible
6. Using a variety and balance of media
7. Communicating all vital information both orally and in writing
8. Considering the pros and cons for using a written method compared with a verbal technique for the specific purpose

Silence as a Communications Technique

Non-verbal communication is important, but is often overlooked or misunderstood.

The physical actions and reactions of the individual or group while communicating (sending or receiving) are as important as the words being shared.

Silence can communicate very effectively. For example in face-to-face situations silence tends to generate tension and anxiety.

Feelings and emotions sometimes are transmitted better non-verbally. We have all witnessed occasions when a person was overwhelmed with either joy or grief and incapable of verablizing his feelings. Nevertheless powerful communication was occurring.

Silence can demonstrate interest and it can show a genuine concern. It encourages additional talk.

Sensitive people have learned to detect the non-verbal meanings being transmitted, which may often be of greater significance than the meanings being shared at the verbal level.

In all communications situations, and among all communicators, there is a time to talk (to express yourself) and there is an equally important time to listen (to remain silent)

SECURING THE NEEDED FEEDBACK

Why is Feedback so Vital?

One of the most serious and persistent problems in the field of communications is how to accurately convey meaning and how to determine when this is actually accomplished.

If the sender doesn't receive feedback he has no clues regarding the effectiveness of his communication. Nothing can be assumed in communication. Without two-way communication (interaction such as is true in playing tennis) the communicator never knows if he is understood, believed or accepted. (You may never hit the target and won't know it)

Fortunately in most situations the potential for feedback is available. There are, however no standardized methods for measuring the type and extent of the exchange of meaning.

Feedback has its greatest potential in face-to-face situations. This type of feedback provides an immediate opportunity for the sender and receiver to clarify misunderstandings and enhance comprehension.

It is important to note that as feedback increases the speed, and accuracy of communicating increases as does the morale of personnel.

What is Feedback?

Feedback is one of the vital and essential, but too often neglected components of the communications process. It involves the receiver of a message providing the sender with a much needed response or reaction to the message in order that the communicator can establish if the receiver truly understood the intent and content of the specific communication.

How Can I Obtain Successful Feedback?

The first step toward achieving successful feedback is to recognize its importance and to give it a high priority. It is also essential to be willing to receive "bad news" adverse reactions, criticism etc.

What Criteria Can I Use to Evaluate the Effectiveness of Feedback?

1. It is helpful to the receiver of the message?
2. It is specific as opposed to being general?
3. It is recent compared with being dated?
4. Does the climate encourage openness and is it free of threat?
5. Are there short feedback cycles?
6. Is there trust, and a sincere exchange of facts and feelings?
7. Is it direct and free of being filtered?
8. Is it opportune time wise?
9. Does a minimum of defensiveness exist?
10. Is there an acceptable type and extent of rumor?

What Attitudes Promote Feedback?

1. Desire to achieve it
2. Acceptance of oneself and others
3. Empathy and concern for others
4. Non-judgmental and non-evaluation of actions of others
5. Open mindedness and genuine receptivity to feedback
6. Appreciation of the significance of silence
7. Encouraging of divergent thinking and respect for dissent
8. Seeking to not only be understood, but to understand
9. Having a what do you mean ethos (when in doubt ask what do you mean?)
10. Accepting some organizational friction and conflict as normal and even desirable

How May Feedback Be Achieved?

Feedback methods must be based primarily on the needs and relationships of the individuals and groups involved as well as the general organizational climate and conditions.

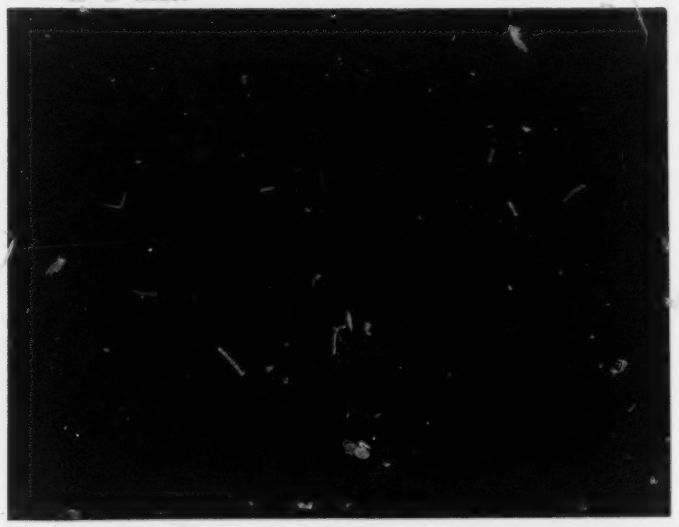
The two main types of feedback are classed as (1) Observed behavior, and (2) Some type of restatement. Specific types of feedback that have been found to be successful include:

1. Questions requesting extended and perceptive answers
2. Request restatement in receiver's own words
3. Reassurance, support, and a demonstration of interest (for example I agree, or tell me more if you will)
4. Reflecting (for example practicing a procedure whereby no one may introduce new ideas etc. until the person has restated the ideas and feelings of the previous speaker to the speaker's satisfaction)
5. Use of prolonged silence (creating pressure for someone to say something)
6. Interviewing personnel
7. Encouraging back talk (avoid: gag rules, insisting on complete tact, and discouraging griping)
8. Hire independent and divergent thinkers
9. Written or oral opinion polling
10. Use of questionnaires
11. Going on professional retreats
12. Requesting criticism, suggestions, and recommendations (and providing appropriate rewards)
13. Use of buzz sessions especially the brainstorming varieties
14. Eliciting comments from the group (for example going around the table in order)

15. Observing group behavior (third parties watch activities and record the important aspects, interactions etc.)
16. Reviewing performance
17. Use of delphi method for securing group thinking and reactions
18. Participating in simulated exercises
19. Role playing
20. Engaging in sensitivity training sessions

Things to Remember

1. Avoid no news is good news attitude
2. Silence isn't always golden—it is sometimes yellow
3. A man silenced against his will is of the same opinion still
4. Effective communication is circutious and feedback is a must



"Come now, surely *someone* here must know why this conference was scheduled?!"

DEVELOPING IMPROVED COMMUNICATIONS SKILLS

Recommendations for Improving Your Speaking

Making effective speeches is a difficult art to master, nevertheless most executives are required to make frequent speeches. Speech making is an integral aspect of leadership and public relations. Any administrator who is not an effective speaker is definitely handicapped.

Any successful speaker must know and implement the basic principles of preparing and delivering speeches.

PREPARING FOR A SPEECH:

1. Analyze the true purpose of the speech
2. Determine the scope and depth of the topic
3. Consider the speech situation and conditions
4. Ascertain the potential audience
5. Learn the organizational climate
6. Adapt purpose and topic to timing factors
7. Research topic carefully and assemble information
8. Organize and develop outline
9. Select key concepts and supporting material
10. Develop strong introduction and conclusion

REQUIREMENTS FOR SUCCESSFUL SPEAKING:

1. Know subject thoroughly
2. Well organized and prepared
3. Content humanized and made to live
4. Audience attention gained and maintained
5. Subject connected to needs and interests of the audience

6. Audience is reached—something happens to it
7. Style and content adapted to specific audience and occasion
8. Topic limited and main ideas restricted
9. Speaker speaks with and not at or to people
10. Retention enhanced by concept of—telling them what you are going to tell them, telling them, and telling them what they were told

DELIVERING THE SPEECH:

1. Practice style of delivery and timing
2. Revise content based on needs discovered while practicing
3. Use voice and tone carefully
4. Employ correct pronunciation and articulate properly
5. Demonstrate enthusiasm & vitality (be convincing)
6. Show you like the auditnce and the topic
7. Develop rapport and commonality with the audience
8. Begin with an interesting opening statement or appeal
9. Provide a good image and be appropriately dressed
10. Establish and maintain good eye contact with audience (try to talk to each person)
11. Use effective motions to emphasize key points
12. Act natural and genuine
13. Observe audience for feedback and clues
14. Adjust style etc. to audience reaction
15. Change pace and style periodically

* * *

"What is written without effect is generally read without pleasure."

Samuel Johnson

Recommendations for Improving Your Listening

Listening is a communicative art which must be practiced, developed and polished. *(It is not easy—it is hard work)*

Although listening is vitally important to communicating effectively, it is the most neglected and poorly practiced communication skill.

Listening involves an auditory reception, concentration, and perception of the feelings or emotions of the speaker and comprehension of the message. It involves far more than merely hearing and politely looking at the speaker with seeming interest.

Skilled listeners not only concentrate on spoken words, but also on the behavior of the communicator. Skilled listeners also try to understand the other fellow's viewpoint. Skilled listeners listen for key ideas and attempt to place them in an organized pattern.

SUGGESTED ATTITUDES FOR THE LISTENER:

1. Shows consideration and appreciates the speaker
2. Attempts to view things from the speaker's viewpoint
3. Is empathetic
4. Gives speaker full attention and concentrates
5. Is objective
6. Strives to listen to understand not to refute
7. Wants to hear about new things and is receptive to them (desires to grow)
8. Recognizes his prejudices and adjusts accordingly

TECHNIQUES USED BY THE GOOD LISTENER:

1. Listens for main ideas (doesn't get lost in details)
2. Develops genuine interest in speaker and presentation
3. Listens sincerely and with desire to be fair
4. Opens his mind and resists temptation to resist opposing ideas

5. Puts speaker at ease and assists him to speak comfortably
6. Develops attitude of wanting to listen (not reluctantly done)
7. Becomes other person centered
8. Restates and reviews main points made periodically
9. Forgets differences in status, rank, seniority etc.
0. Avoids unnecessary interruptions and jumping to conclusions
11. Accepts and respects right of the speaker to have opposing views
12. Asks relevant and penetrating questions
13. Attempts to relate material presented to purpose of the speech or motivations of the speaker
14. Analyzes his listening weaknesses periodically and works to overcome them

Recommendations for Improving Your Writing

The task of writing is demanding because the writer often has difficulty in conveying his thoughts exclusively through words. (Frequently he is without a convenient or effective way of securing feedback)

The prime element in writing effectively is to have something to say and to be able to express it simply yet powerfully.

Remember a writer may write all he wants to, but if no one reads his message communication has not occured.

Effective writers are able to get their thoughts and feelings over to the reader. The measure of success of any written communication depends upon the degree of reception and understanding of the writer's thoughts.

CHARACTERISTICS OF EFFECTIVE WRITING:

1. Style of writing is both clear and interesting
2. Right word is used in the right place
3. Desired reaction is obtained from the reader

4. Audience is continually kept in mind (Emphasizes the you)
5. Wording is concise (irrelevant words and thoughts omitted)
6. Language used is forceful and convincing
7. Structure and language are correct grammatically
8. Complete ideas are presented in proper sequence
9. Style is lively and expressive
10. Thoughts expressed are specific and concrete
11. Simple and uncomplicated expression
12. Sentences and paragraphs are short
13. Wording is familiar and easily understood
14. Ideas flow smoothly and transitions are orderly
15. Clarifies and supports ideas effectively through examples etc.
16. Content consistent with and appropriate to the goal
17. Positive and human in tone (personalized)
18. Language is natural to and sounds like the writer

KEY QUESTIONS FOR THE WRITER TO ASK:

1. Will the reader understand?
2. How much does the reader know about the situation?
3. What purpose does the message serve for the reader?
4. Is the material sufficiently clear and complete to serve the purpose?

COMMON PROBLEMS TO AVOID WHEN WRITING:

1. Unclear thinking and presentation
2. Unorganized and non-sequential ideas
3. Long, rambling sentences and paragraphs
4. Cold and non-personal in tone
5. Imprecise and "sloppy" word choice
6. Objective of writing obscure or unknown

Recommendations for Improving Your Reading

Effective reading requires disciplined, creative, and critical thinking. The skilled reader digs beneath the surface meaning of words and attempts to perceive the implications and motivations.

Ideally there should be a meeting of open minds and a common sharing of ideas between the writer and the reader. The truly effective reader is considerate and tolerant of the writer's ideas even though they may be in conflict with his.

An important admonition for all executives, technicians, and professional people generally is not to expect that everything worth reading will be easily read or understood. Many times the difficulty of written matter is related to the degree of sophistication or complexity of the subject under consideration.

People must be able to read all types of information effectively in order to gain relevant information and to be aware of the current research and trends in their field of specialization.

PRINCIPLES OF EFFECTIVE READING:

1. To read effectively one must first know the purpose of his reading
2. To be capable of adjusting to the type of content and purpose
3. To be able to vary speed according to difficulty or importance of content
4. To develop an extensive vocabulary
5. To have broad experiences and be able to transfer these to comprehending the material being read
6. To establish the habit of looking up unfamiliar words in dictionary
7. To truly concentrate
8. To read both objectively and critically
9. To study and understand visual representations
10. To control eye span (read by thought group without regressions)

11. To read without moving fingers, head, or lips
12. To reserve time for reading and improving reading skills
13. To conscientiously try to increase both reading rate and comprehension
14. To be selective in material read (screen out less important matters)
15. To develop skills in skimming and scanning
16. To employ Robinson's SQ3R method to promote retention (survey, question, read, recite and review)

COMMON PROBLEMS CONCERNING READING:

1. Misconception that the printed word equals the absolute truth
2. Reading into things, not really stated or meant
3. Reading that is too narrow and limited in scope
4. Reading too much without due screening
5. Reading without really thinking and comprehending (day dreaming)

Radio and T.V. Speaking Clues

PREPARATION OF SCRIPT:

1. Make appeal of content as broad and interesting to as many as possible.
2. Use attention getting and ear-catching first sentence.
3. Get to your objective quickly (Make "softening up" remarks brief)
4. Try to make your main points instantaneously understandable.
5. Use informal, but unmistakable transitions (must communicate by sound alone in radio)
6. Always keep in mind that your radio listener is not a reader. (He can't read what goes on before or after. Make your points logically and avoid confusing the listener.)
7. Make each sentence clear and concise—(20 words in a sentence is about limit for radio).

8. Make whole presentation as short as possible.
9. Toward end have material that can be omitted. (Include in next to last page a couple of paragraphs that could be omitted if time runs short.)
10. Time *carefully*—no room for mistakes.
11. Read aloud several times to get timing as precise as possible.
12. Plan length of script to fit time exactly. There is no single best rate—but 140 words a minute is fairly typical.
13. Mark your manuscript for emphasis and time. Inject into it the maximum amount of naturalness. (insert check marks to indicate pauses. Underline words to be emphasized.)
14. Make wise use of variety in wording-directness, simplicity, suspense, concreteness, and economy of time.
15. Use simple words avoid technical words.
16. Avoid sibilant sounds like s and z so far as possible. Microphones tend to exaggerate these sounds.
17. Double space on bond 8½ x 11. (Heavy paper avoids rustling noises)

GUIDELINES FOR SPEAKING AND READING:

1. Usually, except fo rinterviews, radio and a.v. presentations are read in entirety.
2. Think of vourself as speaking intimately to small groups and use an informal and conversational style.
3. Use gestures and bodily movement naturally to help you feel normal and relaxed.
4. Makes your sentences short and to the point.
5. Keep hearers alert and expecting something every minute.
6. Emphasize important points by repetition or pause.

7. Leading off with a question is a good radio or T.V. technique (questions can profitably be inserted periodically throughout the speech.)
8. Avoid undue volume as mikes don't tolerate great changes in intensity.
9. Vary your pitch, quality and timing.
10. *Watch your articulation* and enunciation.
11. Use general American speech for pronunciation. (Rely on Kenyon & Knotts, *A Pronouncing Dictionary of American English)*

MICROPHONE TECHNIQUE: (319:526)

1. Place yourself within ready pick up areas of the microphone.
2. Generally speak 12-15 inches from the mike.
3. Learn your *best* distance and keep distance constant.
4. If you want to sound as though you are speaking to a large group back away from the mike and speak loudly.
5. If you want to talk in personal style come close to mike and talk softly.
6. To fade in—walk toward mike
7. To fade out—walk away from mike
8. Avoid unnecessary noise (sensitive mikes)
9. Don't breath heavily or into mike, touch the mike, rustle papers, whisper, move furniture, etc.
10. Keep "cool" and don't convey irritations concerning problems during delivery.
11. Radio & T.V. pros frequently read lines as though only one person were in the room with them and at distance of four feet.

* * *

"Speak the speech, I pray you as I pronounce it to you, trippingly on the tongue."

William Shakespeare

COPING SUCCESSFULLY WITH DIFFICULT COMMUNICATIONS SITUATIONS

To be an effective communicator in pressure or conflict situations one must know, understand, and practice sound human relations. Empathy is a must. Compassionate for the feelings of the other fellow is a must.

A wise executive realizes that whenever a staff member's self-concept is under attack that he can expect a strong and adverse emotional reaction from the subordinate who is feeling threatened and uncomfortable.

It is psychologically impossible for anxiety provoking (threatening) messages to evoke the desired acceptance and to generate the necessary cooperation in order that successful follow-up will occur.

Informed and empathetic communicators know that potentially threatening messages may be met by three types of defensive behavior that result in additional barriers to effective communication:

1. Failure to pay attention to what is being said (tuning you out)
2. Aggressive behavior toward the communicator and rejection of his statements (hostility)
3. New habits of defensive avoidance developed

Therefore, the communicator must be prepared with effective counter-measures and techniques in order to successfully communicate under the tense conditions and in conflict situations.

* * *

"Let your speech be always with grace, seasoned with salt."

Bible

* * *

"When the heart is afire, some sparks will fly out of the mouth."

Thomas Fuller

Writing Letters of Recommendation

Writers of letters of recommendation are on relatively safe ground if the following conditions exist:

1. Letters of recommendation are an expected, normal, and integral part of the usual duties and responsibilities of the executive
2. Letters are sent only to second parties (not published) who can be expected to have a reasonable interest and concern over the person in question
3. Letter is free of malice and reasonably objective
4. Letter is in response to a request (this minimizes the intent of malice)

Letters of recommendation are both confidential and privileged communications.

Derogatory and critical comments that are true, based on accurate information and made in good faith, and without malice, (although defamatory) are still privileged and therefore not justifiable grounds for defamatory action in a court of law.

Ethics of the writing of letters of recommendations dictate that the letter should be candid and objective. It should state the person's weaknesses as well as his strengths. Ideally, and properly, letters of recommendation should be treated as letters of evaluation.

Writers of letters of recommendation should avoid the trap of actually telling more about themselves than they do about the person being evaluated. Writers should also make certain that they say what they intend to say and that they avoid significant omissions.

Essential components of a good letter of recommendation are:

1. Answers all significant and relevant questions
2. Avoids trivia and irrelevancy
3. Presents information concisely, but completely
4. Is dated and specifies dates of association
5. Identifies position of evaluator
6. Explains relationship of evaluator-evaluatee

7. States length of the association
8. Is objective (presents both strengths and weaknesses)
9. Is fair and honest to all concerned (free of prejudice)
10. Specifies evaluatee's exact assignment and describes responsibilities
11. Notes significant person characteristics
12. Explains type and extent of professionalism and ethics of person
13. Is professional in nature
14. Discusses both current competency and potential
15. States whether the person was successful or not
16. Specifies whether you would hire him again or not

Writers of letters of recommendation have succeeded when the readers of the letters think that they really know and understand the person being evaluated (All their key questions have been answered.)

LEADING GROUP DISCUSSIONS

OBJECTIVES & ACTIVITIES OF GROUP LEADER:

1. Introduces group members
2. Creates group rapport and feeling as a team
3. Explains group goal and specific task
4. Attempts to free group members for optimal idea exchange
5. Helps set group expectations regarding task
6. Assists proper tone to be set (Example—disagreeing without being disagreeable and encouraging of careful and receptive listening)
7. Clarifies things and sums up periodically
8. Keeps discussion on relevant points (goal is normally to get things done and to motivate)

9. Resolves conflict when it appears desirable to do so
10. Uses many leading questions to draw group out (refrains from dominating the group and avoids being too aggressive)
11. Explains follow-up events

IMPORTANT PRINCIPLES OF GROUP LEADERSHIP:

1. Viewing role as one of service to the group
2. Knowing when to lead and when to follow or become merely member of the group
3. Practicing non-judgmental leadership (avoids manipulating)
4. Emphasizing group preferences and contributions (avoids competing with members of the group)
5. Recognizing the need for dynamics of group process as well as for achieving tasks and solving problems
6. Emphasizing importance and value of comments from all group members
7. Encouraging group members to make the important decisions affecting the group's activities
8. Minimizing of threat in the group relationship

MAJOR PROBLEMS TO AVOID BY CHAIRMAN:

1. Permitting objectives to be unclear and unspecific
2. Allowing group members to kill creativity and discourage speculation by other group members
3. Dominating the proceedings and using power unwisely
4. Failing to counter high level antagonism toward ideas and personal competitiveness and jealousies
5. Refusing natural tendency to demand justification for various ideas of group members (especially in brain storming sessions)

HANDLING COMPLAINTS AND GRIEVANCES

Grievances Are Natural

All organizations, irrespective of their effectiveness, can expect various staff members to have a wide range of dissatisfactions—whether imagined or real, or whether formally or informally expressed. (Imagined grievances are just as serious to the person feeling them as are the real ones)

Things on Mind of Aggrieved Party:

1. Something is wrong!
2. What are you going to do about it?

Things on Mind of Person Receiving Complaints:

1. Something is apparently wrong (He must understand the situation and not just the words)
2. Who is at fault?
3. How can the situation be handled to satisfy the person complaining and yet cause the administrator and organization the least problem?

Recommended Attitudes and Procedures for Coping with Complaints:

1. Receive the complaint promptly and in a friendly manner
2. Provide privacy, adequate time, and comfortable seating
3. Concentrate, with an open mind, on the person and his complaint (on feelings as well as facts of the case)
4. Avoid interrupting, even if you disagree, (let the person talk as much as he needs to—idea of catharsis)
5. Ask that the major or unclear points be repeated after the initial presentation (and take notes)
6. Repeat the essential points, in your own words, to assure him that you understand his words and feelings correctly

7. Don't talk much yourself, and especially don't try to talk, defend, or explain until the other party has had an opportunity to fully express himself (he won't listen to you anyhow)

8. Express your interest, empathy, and concern—thank him for sharing his complaint with you (try to put yourself in his place)

9. Tell the person when he can expect an answer and have it ready for him (and within a reasonable length of time)

10. Follow-up. If you and the organization are wrong correct the problem and also explain how it occurred, how it will be avoided in the future, and express regret (If the staff member is wrong explain why and in a considerate way)

CRITICIZING PERSONNEL SUCCESSFULLY

Things to Know

Only a fool criticizes people openly. Only a fool neglects to criticize people who need it.

The leader wins appreciation and develops his people by never failing to criticize those who need it, but by doing it in the proper way.

The person who criticizes when it is needed and in the right way is regrettably a rare specimen.

Failure to appropriately criticize and correct deficiencies is a neglect of one's duty to the organization and neglect of the opportunity for the affected person to improve and develop optimally.

Preliminary Considerations:

1. Genuine soul searching by the critic regarding: his purpose, the need, personalities involved, total situation, and specific advantages and disadvantages of the criticizing

2. Deciding on the best person to make the criticism

3. Appropriate timing and setting for the criticism

4. Attitudes and methods to employ to minimize the threat and anxiety of the interchange (to avoid offending unduly and creating resentment)
5. Attitude and methods to use to maintain good relations following the criticizing session

RECOMMENDED PROCEDURES:

1. Greet the person in a friendly and positive manner
2. After establishing rapport share the purpose of the meeting
3. Begin with earned praise and sincere appreciation for past efforts and accomlpishments
4. Call attention to his needs for improvement objectively in a straightforward, empathetic, calm, natural and assured manner (when leveling with him watch the tone of voice)
5. Give the criticized person a chance to explain his viewpoints first (remember the need to let him "save face" including your sharing the blame if it is legitimate to do so)
6. Ask purposeful questions leading to desired conclusions rather than giving direct orders or instructions
7. Be sure he understands his need to improve and specifically why
8. Share ideas concerning how the improvement can be achieved
9. Express confidence in him and give him something to live up to
10. Close the meeting with a note of encouragement, appreciation for his time (Be sure to be friendly, thank him, and invite him to chat with you at any time

* * *

"From a wise mind comes careful and persuasive speech."

Proverbs

REPRIMANDING PEOPLE

Things to Know

Reprimand is merely a point beyond criticism. Therefore, many of the same principles apply.

Fairness is primary consideration. (Nothing is more devastating and demoralizing than a false accusation)

People are not the same and thus each reprimand should be planned and based on the unique needs of the person involved.

The exact nature and extent of the reprimand should be determined by the executive's knowledge of both the man and the situation (conditions and circumstances, in all fairness, cannot be ignored.)

Everyone is entitled to be leveled with. He is entitled to know exactly why the reprimand is being made. All persons are entitled to assistance in attempting to discover the causes for a problem.

It is important to talk straight from the shoulder—to say it as it is. It is equally important to avoid saying or doing anything that will create doubts, uncertainties, misgivings and misunderstandings.

Agreement should be reached on the staff member's responsibility for improving and the ways for this to be accomplished.

It is especially important for the superior to resume a normal attitude and to demonstrate there are no grudges associated with the reprimand.

When Reprimanding Remember:

1. The purpose of any reprimand is to secure a change in attitude and behavior and to achieve an integration of interests. (It is not to degrade, demoralize, nor to punish.)
2. Emphasis should be on the behavior rather than the person himself
3. Attention should be focused on description rather than judgement (reporting what happened rather than whether it was good or bad, right or wrong.)

4. Ideas and information should be *shared* rather than advice given or imposed

5. Careful attention needs to be given to alternate ways of achieving the change or goal

6. The type of information shared should be helpful to the receiver as opposed to primarily benefitting the person reprimanding

7. It is advisable to limit the amount of information being shared to the capacity of the receiver to accept and understand it, rather than the amount of information the superior would like to present at the time.

ISSUING DIRECTIVES

No Magic Formulaes

There is no magic formula for issuing directives or making mandatory requests to either individuals or groups. The one thing that is certain, however, is the need for emphasizing the importance of clarity and the adaptation to the particular person or persons receiving the directive.

Limited Directives Are Needed

Definite and clear directives or mandatory requests are absolutely necessary at times—reluctant as we may be to issue them.

Requests are generally preferable to issuing directives. A request does not offend the sensitive person, whereas a directive often antagonizes him. It is equally important to strive to avoid making utterances sound like orders or directives as much as possible.

* * *

"Kind words are like honey—enjoyable and healthful."
Proverbs

78-72-1

Guidelines for Issuing Directives:

1. Limit and restrict their use as much as possible
2. When giving them cite the facts or conditions that have made the directives necessary (share the need for them)
3. Ascertain that the staff member has the background and ability to achieve the goal of the directive
4. Prepare the person for the directive in advance (avoid just springing directives on people)
5. Show the importance and applicability to the receiver
6. Should be clear and leave no doubts about who is to do what, where, when, and how.
7. Request cooperation (avoid bossy and condescending attitudes)
8. Use the *we* approach (the united and team idea are important)
9. Show the advantage of the request to make it more appealing and attractive to the receiver
10. Keep the content on a high professional level (ethical etc.)
11. Make them brief, simple, and present points logically
12. Provide for definite feedback and follow-up

SAYING NO TO PEOPLE

We Can't Say Yes All the Time

It is sometimes necessary to say no. It is simply in the nature of things to say no on certain matters. No guilt feeling, nor particular regrets need to (nor should) be felt over this need.

Saying no is inevitable and an integral part of any administrator's task and responsibilities.

Saying no isn't only necessary, but highly proper and desirable.

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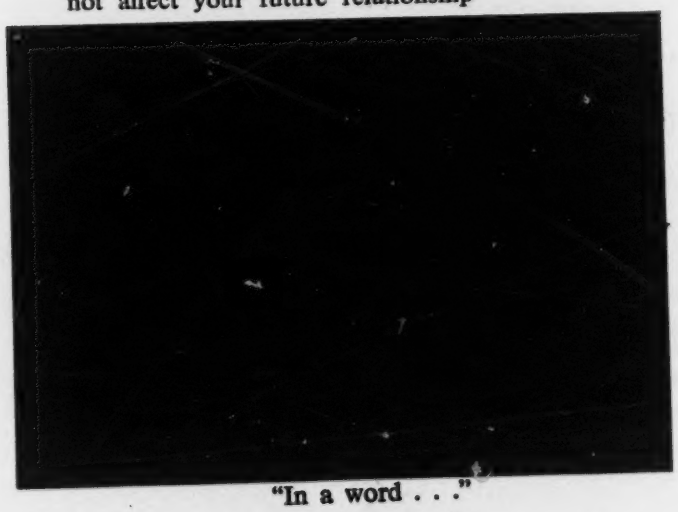
Giving a negative answer to a request requires the courage to be—to be what one believes to be right—and the courage to do—to do what one believes to be right.

Saying no doesn't require nor imply that you need to have a better idea or plan. However, saying no should be responsible and objective not irresponsible and subjective.

There is an art to saying no. Some people can say no and have the person refused feel better about it than someone else who says yes to a request in a certain manner.

Recommendations for Saying No:

1. Explain clearly the facts and reasoning involved in the denial
2. Appeal to the person's sense of fair play, justice, and his nobler nature
3. Say no: courteously but decisively, gently but firmly, empathetically but convincingly, cautiously but confidently, and friendly but impersonally
4. Express the hope and desire that their refusal will not affect your future relationship



"In a word . . ."

COMPLIMENTING PERSONNEL

We All Need Praise

"The deepest principle of human nature is the craving to be appreciated" (William James)

If a person is doing well on the job, say so and say so periodically. Tell the staff member or group exactly what it is that you like and why.

It is essential to note that the failure to be criticized doesn't meet the person's need for approval and knowing precisely where he stands.

Suggestions for Complimenting People:

1. Avoid false praise and flattery (This is worse than none at all)
2. Praise can be as destructive as blame—if symbolic of the superior subordinate hierarchial relationship or done patronizingly
3. Share compliments not only with the individual concerned but "significant others" in his life.—his spouse, other superiors
4. Follow-up verbal compliments with written communications for the person's personnel folder when it appears appropriate
5. When giving praise be specific (for example don't say to someone—that was an excellent speech—do say your comments on inflation were particularly perceptive and informative)
6. Adapt praise to the individual and his personality needs and structure
7. Select the most appropriate situation—privately or publicly as conditions may suggest
8. Avoid embarrassing people—make them feel comfortable (asking their advice or assistance is usually effective in this regard)
9. Avoid acting uncomfortable or embarrassed when giving praise
10. Look for genuine opportunities to praise others conscientiously

COPING WITH IRATE PEOPLE

People, being human, get excited and irate at times—even under the best of circumstances.

HELPFUL TECHNIQUES:

1. Try to get the person seated and comfortable.
2. Be especially calm yourself—don't get excited nor show anger.
3. Hear the person out fully instead of defending your actions (don't interrupt).
4. Assure the person of your concern (perhaps even that if you were in his position you would probably feel the same way).
5. Explain the situation, and circumstances as you understand them (without being defensive about it).
6. If there is no clear cut right or wrong ask for the person's suggestions as to a fair solution from his viewpoint (solicit the person's cooperation).
7. If you are mistaken admit it frankly and openly. Apologize and assure him that steps will be taken to avoid the same problem.
8. If you are right—be firm, but in a kind and empathetic way. (Let him save face and don't damage the person's ego).
9. Above all, demonstrate an interest and the desire to be fair and just.
10. Thank the person for sharing his feelings with you and establish lines of communication for future problems.

SPEAKING BEFORE HOSTILE GROUPS

The art of handling a hostile audience or group is a challenging and special one.

KEY RECOMMENDATIONS AND STRATEGIES INCLUDE:

1. Sit confidently and in a relaxed manner prior to and during the introduction.
2. Approach the podium with assurance but without cockiness (and above all without any hint of belligerency).
3. In the opening remarks express appreciation for the courtesy of being invited even though your ideas may differ from those of some of the people in the audience.
4. Commend the American way that gives us the right to disagree without being disagreeable and to object without being objectionable.
5. Commend the opposing viewpoint on something that is accepted as being true by the audience.
6. Opening remarks should be devoted to reviewing the important points of agreement between the speaker and the audience.
7. With a noisy crowd deliberately lower the voice and resist the temptation to raise it.
8. Ignore hecklers and never personalize your comments to a hostile crowd—keep your remarks strictly impersonal and objective (avoid doing anything to inflame or insult thus solidifying opposition.)
9. If there is a question and answer period all of the audience questions should be written and then turned in to the chairman for coordination and screening. (Oral questions should be avoided for several obvious reasons).
10. If the audience is excessively noisy two alternatives are recommended:

One is to simply end the talk as communication is over anyhow. The other possibility is to invite a member of the opposition to the platform and permit him to speak first, without interruption, for a specific period of time. Be sure to have the opposing speaker agree to reciprocate. Then listen to him attentively and courteously. Then give your intended speech without any reference to the opposition's remarks whatsoever.

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DISMISSAL CONFERENCES

Dismissal Ambivalencies

Undoubtedly dismissal of personnel is one of the most unpopular, but also one of the most important tasks administrators have to face. Achievement of organizational goals are and must be paramount to all personnel processes and considerations (ruthless as this may sound)

The dismissal conference is both a highly objective-legalistic situation and an emotional-humanistic one. The administrator faces the problem of meeting legal and organizational requirements and yet doing what is best for the particular human being involved.

The administrator should be compassionate and empathetic, but need feel no guilt regarding a dismissal. The problem and difficulty is basically that of the dismissed staff member and not his own personally.

It is necessary for the executive to engage in the delicate balancing act of being tactful and diplomatic when at the same time there is a clear need and obligation to be straightforward and lay it on the line.

Recommendations for Dismissal Interviews:

1. Select the optimal time and place from the viewpoint of the person being dismissed.
2. Reserve adequate time to listen—then give full attention and energy to it (don't hurry the discussion).
3. Remember—EMPATHY is the name of the game.
4. Realize that fairness and justice dictate that the staff member be leveled with and honestly told specifically why he is being dismissed. (He is entitled to know his deficiencies so he can work at overcoming them).
5. Be prepared and willing to make definite and specific recommendations for improvement of his performance (especially if he requests you to do so).

6. Remember to provide for the psychological needs of the individual concerned (his self-esteem, etc.).
7. Admit and have the courage to share the blame for his inadequate performance if it appears justified and warranted.
8. Put the other fellow's needs first and be prepared to accept and cope with any kind of defensive behavior.

COMBATING MALICIOUS RUMOR

Rumors Will Always Exist

The preventing of harmful rumors and especially the combatting of malicious rumors constitute very challenging aspects of the job of any administrator, especially for the large bureaucratic organization.

It is unrealistic to expect that rumors will ever cease. They exist to meet basic human needs.

Factors Encouraging Rumors:

1. Authentic and official information and news is lacking.
2. Authentic information is incomplete.
3. Situations are loaded with anxiety and fear.
4. Doubts exist because of the existence of erroneous information.
5. People's ego needs are not being met (satisfaction from possessing the "inside dope").
6. Prolonged delays occur on decision making on important matters.
7. Personnel feel that they can't control conditions or their fate.
8. Whenever serious organizational problems exist.
9. Organizational conflict and personal antagonisms are excessive.

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Recommendations for Combatting Malicious Rumors

Once rumors begin to travel they spread with outstanding speed. It is extremely difficult, if at all possible, to stop them.

The best counter-measure for combatting rumors is clearly to restrict the need for them in the first place. (By keeping people promptly and accurately informed and maintaining good two-way communication).

Specific suggestions for overcoming rumor spreading are:

1. Analyze the scope and seriousness of the nature and impact of the rumor before planning and engaging in any active corrective action (sometimes it is best to merely ignore the rumor).
2. Analyze the specific causes, motives, sources, and disseminators of the rumors.
3. Confer with persons affected by or being damaged by the rumors—level with them and assure them of your concern and attempts to combat the rumors effectively.
4. Proceed to immediately (and massively if it appears advisable) to supply complete and authentic information regarding the matter.
5. Feed the grapevine yourself with counter rumors placed by trusted colleagues and confidants.
6. Call the key status and informal leaders, opinion molders, and other influential persons together to discuss and clarify the situation and solicit their support and assistance.
7. Avoid referring to the rumor in disseminating the truth. (You don't want to reinforce the rumor itself).
8. Conduct meetings with the staff at the grass roots level to dispel the rumors if you deem this approach to be necessary.

COMMUNICATING IN EVALUATIVE CONFERENCES

KEY POINTS TO COMMUNICATE:

1. The specific and true purpose of the meeting.
2. Specifically how the person is doing now (mutual perceptions shared)
3. Specifically what areas need to be improved and how (mutual perceptions exchanged)

PREREQUISITES TO CONDUCTING SUCCESSFUL CONFERENCES:

1. An atmosphere of trust, confidence, and understanding.
2. Sufficient time to adequately prepare and organize for.
3. Necessary ability to conduct a conference effectively.
4. Purposes of the conference understood and accepted.
5. Mutual expectations freely discussed and understood.

RECOMMENDED ATTITUDES:

1. Job performance is what should be evaluated and not personality.
2. Wholesome balance maintained between frankness and tact.
3. Non-threatening interview techniques should be used preferably.
4. Know it all, or condescending attitudes are deadly—avoid them.
5. Empathy demonstrated for needs of the other person in evaluative settings.
6. Sensitivity to the individual's threshold of toleration (knowing how much he can take in the way of suggestions, at any one time).

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TRADITIONAL EVALUATIVE PROCEDURES (Task Oriented)

1. Prepare for the interview
2. Put the ratee at ease.
3. Discuss the purpose of the interview and the rating plan.
4. Pause to give the ratee an opportunity to respond.
5. Present the overall rating.
6. Pause to give the ratee a chance to react.
7. Present the strong points of ratee.
8. Pause for response.
9. Present the weak points of the person.
10. Pause for reaction and clarification.
11. Discuss methods of improving performance.
12. Pause for interaction and reaction.
13. Thank the ratee for his time and invite him back any time he desires to return.

BEHAVIORAL APPROACH (Person Oriented):

1. Review the job description and discuss the job.
2. Ask the man to analyze his own strengths and weaknesses.
3. Listen a lot and carefully.
4. Discuss the differences in perceptions of the strengths and weaknesses (the criticism is restricted to performance only and not focused on the man himself).
5. Offer assistance to the person.
6. Discuss matters the ratee expresses a desire to discuss.
7. Thank the ratee and invite him to discuss anything he might want to in the future.

IMPORTANT ADMONITIONS:

1. Attitude during evaluating sessions is the key thing —not technique.
2. There is a clear need for honesty, sincerity, and authenticity.
3. Perfunctory types of discussions should be avoided.
4. Some resistance is normal and to be expected.
5. When it is necessary to disagree do it agreeably.
6. Telling as opposed to listening should be avoided as much as possible. (Insights from the ratee are preferable than rendering advice).
7. Minimum lead and directiveness should be employed to make your point.
8. Any mistakes in the rating should be promptly acknowledged and corrected in the presence of the ratee and properly initialed.

REQUESTING CHANGES

It is a self-evident truth that any organization needs to adopt new ideas and to implement judicious changes to keep it vitalized, dynamic, and self-renewing.

The crucial test of leadership is the ability to speak to, convince, and actuate one's associates. It is the leader's responsibility to demonstrate the value of new or revised ideas and practices.

The greatest challenge concerning innovation and change is one of how they can be introduced in order to promote acceptance and cooperation. This is necessary in order to minimize the rejection of, resistance to, and possible conflict resulting from injection of new ideas or practices.

EXPECTATIONS:

Serious trouble can be avoided if a person desiring to make and communicate changes knows what he can or can't expect to get accepted. Some resistance and disturbance seems to accompany change. One can normally therefore, anticipate some tension, anxiety and conflict.

Any one, single communication ordinarily changes people's viewpoints very little. Actually, sharp changes in attitude are rarely brought about by exposure to any type of communication or activity. Consequently, communications about important changes must be periodic and carried on over a period of time.

The most effective communication will be that which builds upon and which is consistent with a person's current attitudes and interests.

VITAL INFORMATION RELATED TO CHANGES:

1. How will my job be affected by the change?
2. Will the change increase or decrease the amount of control I have over my own destiny?
3. Will I have to work harder?
4. Will I have to receive special training?
5. What are the specific goals of the change?
6. What are the disadvantages and what problems are anticipated?
7. How and why is the change an improvement?
8. What happens to me if the change fails?

RECOMMENDATIONS FOR COMMUNICATING CHANGES:

1. Develop proper attitudes and expect a long, tedious task. (Don't take resistance to change personally).
2. Learn all about the change process, strategies, and problems.
3. Use the best media for communicating changes (for example, the most effective of the verbal methods as opposed to written media)
4. Employ group dynamics techniques.
5. Supply background information and details necessary to understand the change.
6. State and define the requested change clearly and specifically (avoid obscurity and ambiguity).
7. Know what you want to say and how best to say it.

8. Choose your words carefully (avoid such statements as "here is a *radically* new plan I would like to begin a *crash* program for").
9. Be as concrete and specific as possible.
10. Emphasize the positive points related to the change.
11. Furnish facts, feelings, statistics, expert opinion, testimony, and examples to support your plan.
12. Avoid offending the group (for example condemning its standards.) Emphasize improvement.
13. Cite successes elsewhere to gain credibility and minimize fear.
14. Focus change on the group and not on the individual (this constitutes less of a threat).
15. Allow time for listening to secure feedback (and listen carefully).
16. Create a feeling of dissatisfaction with the present situation and a desire for change and improvement.

ADMONITIONS:

1. Avoid the use of power or status in soliciting support for the change.
2. Avoid telling people what they are going to do (this creates both resistance and resentment).
3. Avoid overwhelming others with your own enthusiasm.
4. Avoid including personalities who clash in discussions when you are attempting to win acceptance for a new idea. (The personalities may jeopardize your program irrespective of its merits).
5. Avoid relying strictly on facts to gain converts for your plan.
6. Avoid minimizing the significance of feelings and other psychologically potent factors as influencers on attitudes pertaining to change.
7. Avoid emphasizing the advantages to the organization and to yourself. (Rather do emphasize the advantages to the person you are communicating with concerning the change).

OUTSTANDING BARRIERS TO EFFECTIVE COMMUNICATION

There are primarily four types of barriers to effective communication: (1) Language factors, (2) Interpersonal (communicator-communicatee) factors, (3) Situational-Timing factors, (4) Organizational structure and procedural factors.

Outstanding Language Factors:

1. Varied and often ambivalent meaning of words.
2. Inexact and imprecise nature of language.
3. Specialized terminology and vocabulary.
4. Inability to put some thoughts into language adequately.
5. Improper word choice.
6. Expression too vague or general.
7. Emotional overtones of some words.
8. Too many thoughts or words transmitted in one message.
9. Disorganized or non-sequential presentation of ideas.
10. Equating words (symbols) with reality and fact.
11. Words used out of context.
12. Changing meaning of words.
13. Failure to recognize power and influence of language and wording.
14. Indefinite or non-specific expression.
15. Gramatical incorrectness or contradictions.
16. Failure to understand and appreciate complexity of language and communication.

Significant Interpersonal Factors:

1. Status, role, and age differences.
2. Cultural and experience dissimilarity.
3. Desire to impress rather than express.
4. Insecure, defensive, withdrawn type personalities.
5. Inadequate desire or courage to truly communicate.
6. Distorted or unique perceptions.
7. Personality conflicts.
8. Prejudice and jealousy.
9. Incompatible expectations and needs.
10. Apathy and disinterest in people and events.
11. Fear and resistance to new ideas and change.
12. Fear of displeasing or becoming unpopular with significant others.
13. Abuse of confidential information (betraying of confidences).
14. Demands for perfection and desire to hide mistakes and problems.
15. Judging and evaluating of others and their attitudes and activities.
16. Lack of cooperation and desire to coordinate efforts.
17. Seeing things as black or white (being dogmatic or overly positive).
18. Minimizing feelings and emphasizing facts when communicating.
19. Group loyalties, norms, and values.
20. Tendency to stereotype and listen to refute rather than understand.

Important Situational-Timing Factors:

1. Participants in the communication too rushed.
2. Too much or too little communication received.
3. Suspicious or hostile organizational climate.
4. Psychologically untimely or inappropriate (time of great stress).
5. Too much noise or confusion when message received.
6. Lack of privacy.
7. Uncomfortable or inadequate facilities.
8. Difficult to secure sufficient feedback.
9. Prevalence of important and related rumor.
10. Credibility of communicative group questionable.
11. Competition for attention intense.
12. Too little time in comparison with the demands of the task.

"Now that we have finally learned to communicate, let's refrain from speaking in bafflegab and in glittering generalities."

Crucial Organizational Structure and Procedural Factors:

1. Too many levels in the hierarchy (chain of command).
2. Communication channels too crowded and busy.
3. Machinery inadequate for two-way communication.
4. Failure to provide avenues for horizontal communication.
5. Inadequate provision for follow-up or for feedback.
6. Equating of communications channels with chain of command.
7. Over-emphasis on downward communicating and under-emphasis on upward communicating.
8. Emphasis on status and position differences and insistence on deference.
9. Inadequate formal or small group incidental contact.
10. Spatial distances (unstrategic location of offices).
11. Organization too big and inflexible.
12. New ideas and change discouraged through excessive reliance on policy, seniority, etc.
13. Over-reliance on the grapevine as method for communicating.
14. Exercise of censorship and penalties for non-conformity.
15. Inadequate job descriptions and definitions.
16. Reliance almost exclusively on written media.
17. No organizational policy promoting and encouraging effective communication.
18. Lack of or insincere open door policy by key personnel (actions are what count).
19. Treating of personnel as means to an end rather than ends in themselves.
20. Failure to tolerate mistakes and reluctance to admit problems.

Appendix A

KEY COMMUNICATIONS DEFINITIONS

Effective Communication

The term effective communication and communication is used synonymously—that is meaning is meaningfully shared between the sender and the receiver.

Ineffective Communication

Ineffective communication means that the meaning and intent of the communicator's message is not adequately understood by the receiver and therefore, a true sharing of meaning failed to be effected.

The Communicator (by whom)

The originator, transmitter, or sender of a message.

The Communicatee (to whom)

The receiver of a message and the person for whom a communication is designed.

Two Way Communication

The term two-way communication refers to a mutual receptivity to, mutual opportunity of, and mutual freedom to exchange information (sending and receiving) between or among individuals, regardless of rank, position, or seniority, within an organization. (Two way communication implies that we communicate *with* people rather than to them).

Vertical Communication

The term vertical communication refers to the exchange of information upward and downward between subordinates and superiors in an organization.

Horizontal Communication

Horizontal communication refers to the exchange of information laterally, between persons or among persons

of equal or comparable rank, level, and position, within an organization.

Channel of Communication (the where)

The channels of communication are the routes and networks established for the distribution and reception on the flow of communications throughout an organization. (*not* synonymous or identical with chain of command or line of authority) Formal and informal channels of communication exist.

Communications Media (the how)

This term is used synonymously with the communications' methods or techniques. Media are categorized by three broad categories: verbal, written and pictorial. The media may be further sub-classified by formal and informal methods or techniques.

Formal Media of Communication

Formal techniques of communication refer to methods that are planned and organized. The emphasis is on the reaction of the communicatee rather than on the expression of the communicator. Examples are the conference and the letter.

Informal Media of Communication

Informal methods of communication is a term used synonymously with "casual techniques" to refer to communication that is essentially unplanned and relatively unorganized. Here the emphasis is on the expression of the communicator rather than the reaction of the communicatee.

Communications Objective (the why)

The purpose, goal, of a communicator sending a message to the communicatee. Common purposes are to promote understanding, to persuade, and to actuate. (A necessary part of any successful communication).

The Message (the what)

The message concerns itself with content, or the subject matter of a communication. Content transmitted can be broadly classed as either facts or feelings (values).

The Communications' Climate (the atmosphere)

The communications climate is a somewhat nebulous concept that is difficult to accurately characterize. However, term denotes such significant variables as: the timing of a communication, the setting when sent or received, the situation when sent or received and the general mood or atmosphere when sent or received.

Feedback (the reaction)

Feedback is a vital, but often overlooked component of the communications process, that involves the idea of the receiver of a message providing the sender with a much needed response or reaction to the message in order that the communicator can establish if the receiver truly understood the intent and content of the communication.

Communications Barriers

This term is used to define any linguistic, inter-personal, organizational, or "mechanical" obstacle to the achieving and maintaining of effective communication.

Communications "Breakdown"

Communications breakdown means an ineffective communication (message) or the absence of a communication to a person or persons who needed and should have received the communication to enable him (them) to perform his (their) function efficiently and with high morale.

Appendix B

SAMPLE COMMUNICATION EVALUATION TECHNIQUE

I. Please think back over the past few weeks and give an example of an *effective* communication from the administration to you. Explain the reason for its effectiveness. (If you need additional space for any of the questions, use the back of this sheet and clearly identify the question being answered).

II. Please give a recent example of an *absence* of communication from the administration to you, which, if received, would have helped you to perform your duties better.

III. Please give a recent example of an *ineffective* communication from the administration to you. Explain the reason for its ineffectiveness.

IV. Now kindly recommend one or more methods for *improving* communication from the administration to you.

NOTE—This questionnaire can be adapted to be applicable to anyone in any executive function.

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